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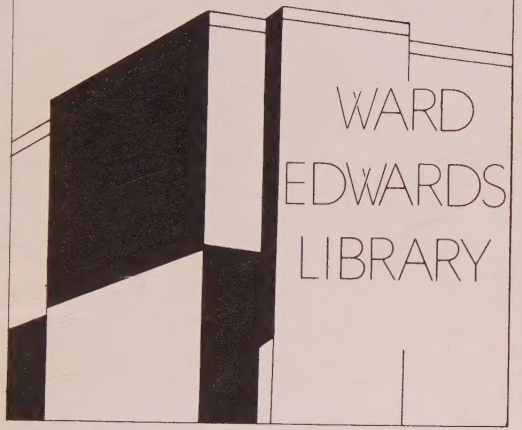

CMSU
WARRENSBURG, MISSOURI

MINIMUM COURSE OF STUDY

REPORTS OF COMMITTEES
ON
MINIMUM ESSENTIALS IN ELEMENTARY EDUCATION

EDITED BY
ERNEST C. MOORE, CHAIRMAN

CENTRAL MISSOURI
STATE UNIVERSITY
Warrensburg,
Missouri

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INTRODUCTION

On January 4, 1918, the superintendents of schools of nine cities of Southern California — Dr. Albert Shiels [1] of Los Angeles; Dr. L. M. Rhodes [2] of Pasadena; Mr. Horace M. Rebok of Santa Monica; Mr. W. L. Stephens of Long Beach; Mr. J. A. Cranston of Santa Ana; Mr. G. Vernon Bennett [3] of Pomona; Mr. C. H. Covell [4] of Redlands; Mr. A. N. Wheelock of Riverside; and Mr. Roy B. Stover [5] of San Bernardino — met to consider ways and means of improving the schools for the welfare of which they were responsible.

The war was on and the lesson of the importance of saving everything which could be converted to human uses, and giving up everything which was in any way superfluous and wasteful, was being brought home as it never had been brought home before. People everywhere were saving money, clothing, food, fuel, man-power, so that the government might have them for use in defeating the enemy.

As we canvassed the question: What can the schools do to assist our nation's undertaking? it seemed to us that, in addition to all the immediate service which they could render, they might apply the same principles of conservation which Mr. Hoover was urging upon us to the mental rationing of our children. It is quite evident that our courses of study are an accumulation of much and sundry and that following

[1] Resigned, succeeded by Mrs. Susan M. Dorsey.
[2] Resigned, succeeded by Mr. J. F. West.
[3] Resigned, succeeded by Mr. G. V. Whaley.
[4] Resigned, succeeded by Mr. H. G. Clement.
[5] Died, succeeded by Mr. Ben R. Crandall.

them in a routine fashion involves great waste of effort on the part of teachers and vastly greater waste of effort on the part of students. The time seemed to demand a more serious attempt than any of us had yet made to eliminate waste from our school programs.

When we began to discuss ways and means of clearing away the accumulated confusion and getting down to rock bottom in studies and in methods of teaching them, it seemed to us that our undertaking should be the work of all of us. We felt that if the superintendents, on their own responsibility, were to attempt to bring about the necessary change, the teachers, not having had an opportunity to convince themselves of its reasonableness, would not be sufficiently committed to it to carry it out with the understanding, or with anything of the devotion, for which the undertaking seemed to call. We therefore resolved to make the undertaking thoroughly coöperative from the first and to commit the responsibility involved to the teachers themselves.

We adopted the plan of appointing a series of committees, one to study and report upon each subject in the elementary course. Each superintendent appointed teachers from his staff to membership in each of these committees. The committees came together for the first time on February 9th at the Los Angeles State Normal School (now the Southern Branch of the University of California). The nature of the coöperative undertaking was explained and each committee was asked to study and answer two questions which vitally affect the schools.

First: What is your subject for? What is its aim or purpose? To what end should it be taught? What should be the objective of every teacher in giving instruction in it?

Second: What parts of it are of first-rate importance, as distinguished from the parts of it which are only of second-

rate or third-rate value? What are its essentials? We ask you to skeletonize it, to outline its miminum essentials.

It was hoped that the answers to these questions could be formulated by January 1, 1919; but, in spite of the best efforts of the committees, Spanish influenza defeated that plan and the first reports were not submitted until July 1st of that year. It seemed to the superintendents when they examined these reports that they were of such unmistakable value that they should be tested by actual trial in the classrooms and revised by the combined wisdom of all the teachers in the schools which had been in any way concerned in making them. To that end, they were printed for private circulation and were carefully revised under the direction of the superintendents.

That is the way this book was made. It is not a finished piece of work; in the nature of the case it could not be that. Any one person concerned in its making might, working single-handed, have produced a book more nearly uniform throughout. Its makers claim for it but one thing: It is the effort of classroom teachers to study their job and to understand the objective which they strive to serve.

On behalf of the Committee of Superintendents,

Ernest C. Moore,
Chairman.

The Southern Branch of the
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ARITHMETIC

Aim

Arithmetic is a tool to be used in the affairs of everyday life when and where numbering is necessary.

The aim in teaching arithmetic in the elementary schools is, first, to furnish the student the opportunity to further develop his ability in numbering, *i.e.*, to develop such notions of number as are needed in the child's activities, and in ordinary experience of business and social life; second, to enable him to acquire such skill and accuracy in the application of number as society demands.

Since the aim is practical, the place held by arithmetic in the curriculum can be justified only by the elimination of all those parts which are not useful to society as a whole. Furthermore, since nothing except what is usable can enter into the development of the child's concepts or notions, those parts of arithmetic which are usable by the child, or can be made to be of use to him in his interpretation of his surroundings, must be emphasized.

The "What" or the Minimum Essentials in Numbering

The minimum essential in arithmetic is the ability on the part of the individual to do practical calculations, such as are needed by the average citizen in his daily life.

The subject matter of arithmetic, as well as the method of teaching, needs to be changed. The Committee turned to the public or business world for assistance in recommending changes in the subject matter. Three questionnaires were sent out.

Questionnaire No. I: "The Amount of Numbering used in Everyday Life."

The purpose of this questionnaire is to find out how much arithmetic is used in everyday life. Do not state what you are able to use but what you actually do use. Do not sign your name.

1. Please state your occupation.....
   Answer following questions by underlining the numbers:
2. Do you personally have occasion to add columns of 2, 3, 4, 5, 6, or more numbers in height?
3. Do you personally have occasion to add columns of 2, 3, 4, 5, 6, or more figures in width?
4. Do you personally have occasion to multiply numbers of 2, 3, 4, 5, 6, or more figures?
5. Do you personally have occasion to multiply by numbers of 2, 3, 4, 5, 6, or more figures?
6. Do you personally have occasion to divide numbers of 2, 3, 4, 5, 6, or more figures?
7. Do you personally have occasion to divide by numbers of 2, 3, 4, 5, 6, or more figures?
8. How many of the following fractions do you personally have occasion to use: — halves, thirds, fourths, fifths, sixths, sevenths, eighths, ninths, twelfths, sixteenths?
9. Do you personally have occasion to use decimals of 2, 3, 4, or more places?
10. Do you personally have occasion to compute simple interest?
11. Do you yourself compute percentage:
    (*a*) When you are paying taxes?
    (*b*) When you are paying commission?
    (*c*) When you are estimating profit and loss?
    (*d*) When you are shopping?
    (*e*) When you are paying insurance?

The following classification is made of the 799 persons replying to *Questionnaire No. I:*

	Number Replying
Accountants	8
Attorneys	10
Bankers	16
Bookkeepers and stenographers	61

	Number Replying
Contractors	35
Clerks	46
Day laborers	32
Doctors and dentists	20
Designers and decorators	6
Civil engineers	19
Foremen	8
Farmers	91
Housewives	137
Janitors	14
Librarians	10
Machinists	15
Managers	18
Merchants	85
Real estate agents	8
Students	8
Teachers	34
Miscellaneous	118

Taking the mean of the replies to each question in the report with regard to the size of the numbers used in the four fundamentals with whole numbers, common fractions, and decimals, and using the number next smaller than the mean as a minimum essential, it is shown that the minimum essentials are:

1. Addition — five addends, and five figures in width.
2. Multiplication — the multiplicand, five figures in width; the multiplier, four figures in width.
3. Division — the dividend, five figures in width; the divisor, four figures in width.
4. Fractions — halves, thirds, fourths, fifths, eighths, with tenths near the mean.
5. Decimals of three places.

TABLE I

FREQUENCY OF USE OF EACH PROCESS OR SUBJECT, DISTRIBUTED AS TO SIZE OF THE NUMBER USED IN THAT PROCESS OR SUBJECT

Occupations	Number	Question 2						Question 3						Question 4						Question 5						Question 6					
		2	3	4	5	6	m	2	3	4	5	6	m	2	3	4	5	6	m	2	3	4	5	6	m	2	3	4	5	6	m
Accountants	8	8	8	8	8	8	4	7	7	8	8	7	5	8	8	8	8	7	4	8	8	7	6	6	4	6	6	6	6	5	4
Attorneys	10	10	10	10	10	10	6	10	10	10	9	10	7	10	10	10	10	10	7	9	10	8	8	8	4	10	10	10	10	9	5
Bankers	16	16	16	15	15	15	5	16	16	15	13	12	3	13	11	10	9	7	1	13	8	6	4	3	1	11	9	9	6	6	2
Bookkeepers and stenographers	61	61	57	56	55	50	37	61	58	55	43	34	22	54	53	39	37	30	16	54	50	33	20	17	10	55	51	46	41	35	17
Contractors	35	34	34	33	31	28	12	33	33	31	26	32	3	35	34	33	26	18	4	31	28	25	14	13	3	32	37	23	20	12	5
Clerks	46	45	45	40	42	42	15	41	38	37	28	27	10	41	37	34	22	17	10	36	34	21	17	12	8	34	32	23	18	18	9
Day laborers	32	31	29	28	22	25	14	30	26	21	15	11	4	25	24	20	14	11	4	24	18	12	10	8	3	23	22	20	14	11	3
Doctors and dentists	20	19	19	19	18	18	11	19	19	18	11	5	3	18	17	16	9	7	3	17	14	9	6	3	1	17	16	12	9	9	5
Designers and decorators	6	6	6	6	5	5	1	6	6	6	5	4	0	6	6	6	4	3	0	6	5	4	2	2	0	6	6	6	4	4	0
Engineers	19	19	19	18	2	17	10	19	18	18	15	15	8	19	18	16	14	14	6	19	18	16	14	14	6	19	18	16	14	14	2
Foremen	8	8	8	8	8	8	5	8	8	8	7	5	3	7	7	6	6	4	3	8	8	6	5	4	3	8	8	8	6	4	3
Farmers	91	88	87	84	77	72	40	85	84	72	57	43	25	87	87	81	54	43	18	78	66	50	28	21	10	83	82	73	55	43	16
Housewives	137	94	90	83	67	63	49	120	113	87	36	20	14	130	108	76	34	24	13	116	74	39	20	12	8	103	91	84	40	21	12
Janitors	14	14	14	13	10	9	5	14	14	14	14	13	3	14	14	13	11	5	2	14	10	5	5	4	1	14	13	10	7	5	2
Librarians	10	9	9	9	9	9	7	9	7	7	6	6	2	9	6	4	4	4	3	9	6	5	5	4	1	9	6	4	2	2	1
Machinists	15	15	15	15	14	14	7	15	15	12	7	6	3	15	15	15	10	8	2	15	13	9	5	5	2	14	14	13	9	8	3
Managers	18	18	18	17	17	17	17	18	17	17	14	13	5	16	16	14	9	8	3	16	12	7	6	5	2	13	12	12	8	8	2
Merchants	85	82	85	80	75	76	49	82	85	72	67	37	12	82	78	66	38	37	11	81	64	39	24	17	8	74	54	38	33	21	8
Real estate agents	8	8	8	8	8	8	5	8	8	8	7	5	6	8	8	8	5	5	0	8	6	4	2	2	0	8	8	8	7	6	1
Students	8	7	7	7	5	6	3	7	7	6	3	4	2	6	6	5	5	4	2	6	5	4	1	3	2	5	6	5	4	5	2
Teachers	34	34	34	32	32	29	20	33	22	30	17	9	5	34	32	28	21	13	6	30	26	15	7	7	4	32	32	29	21	15	7
Miscellaneous	118	112	106	100	96	92	57	106	102	92	76	56	29	104	103	85	64	48	34	103	80	53	41	32	21	89	82	71	54	48	30
Totals	799	740	727	693	631	627	379	749	716	648	489	380	174	743	701	597	419	333	152	703	566	381	255	208	102	667	618	530	393	315	139

TABLE I. — *Continued*

FREQUENCY OF USE OF EACH PROCESS OR SUBJECT, DISTRIBUTED AS TO SIZE OF THE NUMBER USED IN THAT PROCESS OR SUBJECT

Occupations	Number	Question 7						Question 8												Question 9				Question 10		Question 11									
																										a		*b*		*c*		*d*		*e*	
		2	3	4	5	6	m	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9	1/10	1/12	1/16		2	3	4	m	yes	no	yes	no	yes	no	yes	no	yes	no	yes	no
Accountants	8	8	8	7	6	5	4	7	6	7	5	5	3	5	3	6	4	3		8	6	5	3	7	1	5	3	7	1	7	1	4	4	6	2
Attorneys	10	10	10	9	7	7	5	10	10	10	7	7	7	7	7	7	8	6		8	9	7	4	10	0	6	4	8	2	7	3	5	5	8	2
Bankers	16	9	5	3	2	2	0	11	7	11	5	4	4	6	4	8	4	3		12	7	6	1	12	3	7	8	6	9	8	7	2	12	8	8
Bookkeepers and stenographers	61	51	44	31	21	19	9	49	43	47	28	25	15	25	15	25	19	17		51	42	28	14	42	10	15	28	32	22	29	20	16	26	22	24
Contractors	35	32	27	20	16	15	5	34	28	33	20	17	11	18	14	20	23	9		25	19	15	6	27	7	19	14	19	15	20	13	13	18	21	12
Clerks	46	35	40	19	14	14	0	32	25	32	24	16	22	17	16	19	16	19		30	27	21	9	13	23	14	20	17	23	13	4	9	9	8	7
Day laborers	32	23	17	13	9	7	3	24	16	19	13	12	11	15	7	12	8	9		22	13	11	4	16	16	15	17	13	19	15	17	13	19	14	18
Doctors and dentists	20	16	14	9	3	3	1	18	12	16	9	8	6	9	6	8	5	6		18	11	8	5	18	2	9	11	6	14	7	13	5	15	7	13
Designers and decorators	6	5	3	3	2	2	0	6	4	4	3	2	2	5	2	3	2	5		5	3	2	1	5	1	1	5	3	3	4	2	2	4	1	5
Engineers	19	6	19	18	16	15	12	16	13	16	12	11	10	5	10	12	13	13		18	18	18	8	7	9	8	6	7	5	13	3	6	5	9	4
Foremen	8	8	8	6	4	4	3	8	7	7	5	5	4	7	4	5	2	2		7	6	5	4	6	2	4	4	3	5	5	3	3	5	5	3
Farmers	91	81	69	43	23	17	9	32	25	31	18	13	9	16	9	6	10	10		67	43	32	23	49	5	43	41	50	27	59	21	33	39	38	39
Housewives	137	74	46	18	9	7	7	83	78	81	35	31	23	36	15	31	16	11		79	29	14	4	80	57	34	103	26	111	36	101	53	84	36	101
Janitors	14	14	11	5	4	3	2	13	11	13	9	9	7	6	6	6	6	4		13	8	6	1	12	2	7	7	8	6	8	6	8	6	7	7
Librarians	10	9	6	3	2	1	0	9	5	7	6	2	2	2	5	1	1	0		9	3	3	1	5	4	0	9	0	9	2	7	3	6	0	9
Machinists	15	14	10	7	5	5	2	12	9	12	8	8	8	11	8	9	7	11		13	9	9	3	9	5	7	7	6	8	7	8	7	8	8	7
Managers	18	13	11	10	8	8	2	17	16	16	12	11	6	12	6	11	6	3		18	8	6	0	17	1	9	7	10	6	11	5	6	9	10	6
Merchants	85	75	49	31	21	10	4	68	59	62	37	27	13	38	15	34	24	25		75	40	28	12	55	25	39	40	45	34	45	25	40	39	43	36
Real estate agents	8	8	5	4	3	2	0	8	7	8	5	3	3	3	3	3	3	4		7	5	2	0	8	0	2	1	8	0	7	1	4	4	3	4
Students	8	5	5	2	1	2	1	7	7	7	3	3	0	4	0	4	0	1		5	1	2	1	3	4	0	2	2	2	4	1	5	2	1	3
Teachers	34	31	24	17	9	8	4	34	28	32	19	15	11	19	8	16	9	5		31	16	12	7	29	5	15	20	15	17	14	19	21	14	15	19
Miscellaneous	118	94	68	50	33	27	17	87	78	90	49	49	31	58	26	52	35	37		90	61	50	32	76	36	43	64	65	56	66	39	39	66	50	64
Totals	799	623	502	332	223	189	90	585	494	561	332	283	208	324	189	298	221	203		613	387	294	143	506	218	302	421	356	394	387	319	297	399	320	393

Chart I. Percentage of Use of Numbers with Regard to Size in Each Process or Subject.

6. By the same process it is shown that simple interest is a minimum essential, 497 replying "yes" to question 10, and 220 replying "no." Also the use of percentage in estimating profit and loss is a minimum essential, 367 replying "yes" to question 11 and 319 replying "no."

Table I, which is the compiled report of 799 replies received from persons representing the various occupations, shows the use of each process or subject, distributed as to the size of the number used in that process or subject.

Chart I, which is based on Table I, shows the percentage of the use of numbers with regard to size in each process or subject.

Table I and Chart I show that the business world is not using the large numbers used by children in the schoolroom.

Questionnaire No. II: "The Amount of Arithmetic Used in Everyday Life, with Regard to Subject Matter."

	1st Day	2nd Day	3rd Day	4th Day	5th Day	6th Day	7th Day	8th Day	9th Day	10th Day
Addition of Fractions										
Subtraction of Fraction										
Multiplication of Fractions										
Division of Fractions										
Cash, Checks, or Bills										
Simple Cash Accounts, or Family Expense Accounts										
Proportion										
Stocks-Dividends										
Bonds										
Banking										
Paying in Part Payments										
Square Measure										
Volume										
Board Measure										
Drawing to Scale										
Graphs										
Land Measure										
Trade Discount										

The purpose of this investigation is to determine how much arithmetic is used in everyday life.

Will you please tell your child for each of the ten consecutive days what you have done with numbers during the day. Kindly have the child place a cross (X) opposite the topic used. Do not sign your name.

Please state your occupation.....

This questionnaire was sent out to supplement the first questionnaire and the questionnaire sent out by Dr. Coffman and Dr. Jessup in 1913.

The following classification is made of the 314 persons replying to *Questionnaire No. II:*

	Number Replying
Blacksmiths	3
Bookkeepers	7
Carpenters	11
Civil engineers	4
Clerks	13
Creamerymen	2
Electricians	4
Housewives	105
Laundrymen	2
Mail carriers	2
Mechanics	16
Merchants	9
Miscellaneous	53
Photographers	2
Plumbers	2
Railroadmen	5
Ranchers	26
Real estate agents	4
Tailors	4
Teachers and students	13
No occupation	27

TABLE II

FREQUENCY OF USE OF THE PROCESSES AND SUBJECTS LISTED IN QUESTIONNAIRE NO. II, THROUGH A PERIOD OF TEN CONSECUTIVE DAYS

Occupations	Number	Addition of Fractions	Subtraction of Fractions	Multiplication of Fractions	Division of Fractions	Cash, Checks, or Bills	Simple Cash Accounts Family Expense Accounts	Proportion	Stocks — Dividends	Bonds	Banking	Paying in Part Payments	Square Measure	Volume	Board Measure	Drawing to Scale	Graphs	Land Measure	Trade Discount
Blacksmiths	3	15	5	11	5	16	28	0	0	2	9	0	0	0	2	5	0	0	4
Bookkeepers	7	39	29	26	11	36	56	0	0	0	35	20	7	0	0	0	0	0	31
Carpenters	11	65	59	54	59	44	37	6	2	10	18	10	53	7	64	19	0	4	9
Clerks	13	70	68	72	55	64	65	7	0	1	20	24	28	0	1	11	0	0	30
Creamery men	2	0	0	0	0	10	9	0	0	0	0	0	0	0	0	0	0	0	0
Electricians	4	20	4	7	2	11	19	0	0	0	9	5	6	0	9	6	0	0	11
Engineers	4	19	16	27	13	9	12	0	0	2	6	2	3	1	2	4	10	3	1
Housewives	105	122	52	69	52	252	617	38	7	13	82	46	18	21	12	13	0	9	18
Laundry men	2	11	10	12	10	15	11	0	0	0	14	0	0	0	10	10	0	0	10
Mail carriers	2	0	0	0	0	9	10	0	0	0	0	0	0	0	1	0	0	0	0
Mechanics	16	80	71	59	49	31	65	30	7	2	16	27	44	22	31	43	0	4	27
Merchants	9	70	56	50	27	65	87	0	10	5	44	35	7	1	20	0	0	0	38
Photographers	2	10	9	10	10	15	15	9	0	4	2	5	0	0	0	4	0	0	13
Plumbers	2	1	1	2	3	12	0	0	0	0	6	0	0	0	0	0	0	0	0
Railroad men	5	20	21	21	21	12	11	0	0	2	5	4	0	0	0	0	0	0	0
Ranchers	26	38	27	29	17	85	86	12	6	8	54	33	21	8	23	0	1	22	14
Real estate agents	4	9	7	10	6	22	25	3	0	2	25	13	0	0	0	1	0	0	2
Tailors	4	8	7	5	9	17	28	2	1	11	14	15	11	10	0	14	1	0	2
Teachers and students	13	58	52	50	36	30	45	5	1	12	20	5	17	0	14	20	6	10	13
No occupation	27	77	69	70	61	75	107	30	14	12	50	19	37	26	28	36	0	2	32
Miscellaneous	53	162	93	132	89	247	272	21	33	32	138	46	61	57	69	40	6	47	62
Total	314	894	656	716	535	1077	1605	163	81	118	567	309	313	153	286	226	24	101	317

Table II shows the frequency of use of the processes and subjects listed in the questionnaire through a period of ten consecutive days.

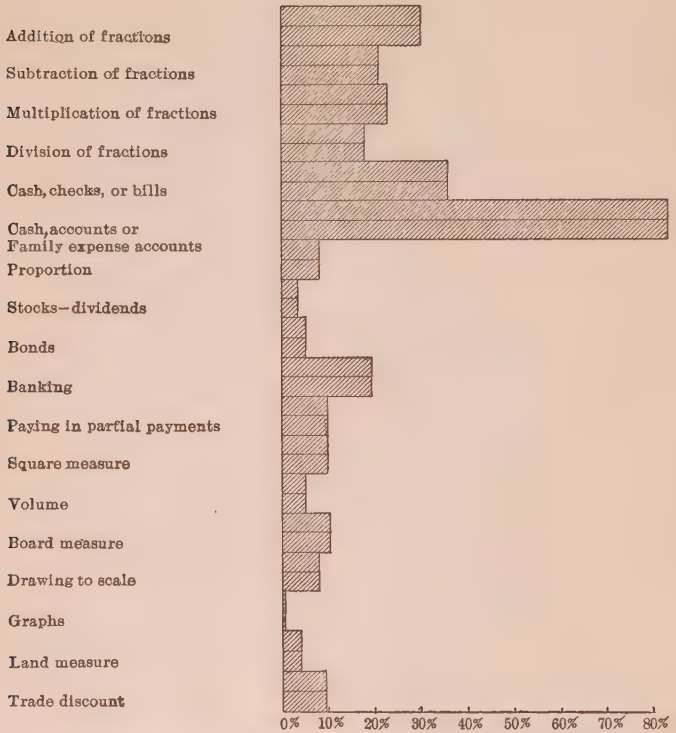

Chart II. Per Cent of Use through a Period of Ten Consecutive Days.

Chart II shows the per cent of possible use of the processes and subjects as listed.

Taking the median of the per cent of usage of the total replies, 9.8%, and regarding all numbers above this median

as the minimum essential in numbering, it is shown that the following are minimum essentials:

Topics	*Frequency of Use during Ten Consecutive Days*	*Per Cent of Usage of Total Replies*
1. Simple cash accounts, or family expense accounts	2514	80
2. Cash, checks, or bills	1077	34.3
3. Addition of fractions	894	28.4
4. Multiplication of fractions	716	22.4
5. Subtraction of fractions	637	20.1
6. Banking	567	18.0
7. Division of fractions	545	17.3

Note. — Many persons think that they are dividing by a fraction when they take a fractional part of a number. The Committee, therefore, does not recommend division of fractions as a minimum essential.

Questionnaire No. III: The following questionnaire was sent to fifty of the leading business firms of Los Angeles:

To Business Men of Los Angeles:

Will you please assist our public school teachers and thereby help the boys and girls, by giving the following questions careful consideration and sending your reports to the Committee on Arithmetic:

1. How much arithmetic should young people know when they enter your employment?
2. In what arithmetic work do you find them weak or unsatisfactory?
3. What suggestions do you make that may assist in correcting mistakes?
4. So far as it comes to your attention, what work in arithmetic is being taught that is of little or no value in your business?

Twenty-four firms replied, several, however, answering only in part.

Taking the median of the twenty-one answers to question No. 1 and using all numbers greater than the median, *viz.* 11, as the amount of numbering required by employers on the

part of their employees, it is shown that the following are minimum essentials:

Topics	*Frequency of Use*
Addition	21
Multiplication	20
Division	20
Decimals	16
Subtraction	15
Percentage	14
Fractions	12

From a similar tabulation of question No. 2, it is shown that employers find their employees weak in the following:

Topics	*Frequency of Use*
Accuracy	18
Decimals	7
Addition	6
Multiplication	4
Fractions	4

There were fourteen replies to question No. 3. The tabulation shows that the business men who replied recommend that the school stress the following:

Subject	*Frequency of Use*
Accuracy	9
Short cuts	4
Mental arithmetic	4
"Teach the why"	3

In response to question No. 4, as to what should be eliminated, the replies were as follows:

Topics	*Frequency of Use*
No topic	8
Higher mathematics	6
Algebra	5
All, except the four fundamentals, decimals, interest and discount	5

Minimum Essentials.—The reports of the three questionnaires show the minimum essential in arithmetic is a high degree of accuracy in:

1. Addition of five addends, five digits wide.
2. Multiplication, with a multiplicand of five digits and a multiplier of four digits.
3. Division, with a dividend of five digits and a divisor of four digits.
4. Addition, subtraction, multiplication, and division of the following fractions: halves, thirds, fourths, fifths, eighths, and tenths.
5. Decimal fractions of three places.
6. Simple interest.
7. Cash accounts, or family expense accounts.
8. Cash, checks, and bills.
9. Banking.
10. Use of percentage in estimating profit.

Through this brief study of the use of arithmetic in the business world and a knowledge of the needs of the child, the Committee recommends the following as the minimum essential in arithmetic:

A high degree of accuracy in:

1. Addition of five addends, five digits wide.
2. Subtraction, five digits wide.
3. Multiplication, with a multiplicand of five digits and a multiplier of four digits.
4. Division, with a dividend of five digits and a divisor of four digits.
5. Addition, subtraction, multiplication, of the following fractions: halves, thirds, fourths, fifths, eighths, and tenths.
6. Decimal fractions of three places.
7. Simple interest.

8. Cash, accounts and children's and family expense accounts.
9. Cash, checks, and bills.
10. Banking.

Eliminations

In response to the advice received from the public through the questionnaires, and from a study of eliminations in arithmetic, a brief summary of which we indorse and herewith submit, the Committee recommends the following eliminations in arithmetic:

1. Apothecaries' weight
2. Troy weight
3. Longitude and time
4. Furlong in linear measure
5. Hand
6. Dram in avoirdupois weight
7. Surveyors' table
8. Fathom
9. All problems in reduction, ascending and descending, involving more than two steps
10. Greatest Common Divisor. (As a separate topic)
11. All initial common fractions, except halves, thirds, fourths, fifths, sixths, eighths, ninths, tenths, twelfths, sixteenths, hundredths, thousandths. (*Initial fraction* is the fraction given for the solution of a problem)
12. All work with the Least Common Multiple except of very low denominations. (As a separate topic)
13. Complex fractions
14. Compound proportion
15. Cases in percentage
16. True discount
17. Compound interest, except in simple saving accounts, as re-invested money

18. Problems in partial payments
19. Commission and brokerage. (As applied to stocks and bonds)
20. Profit and loss. (As a special topic)
21. Knot
22. Partnership. (As a special topic)
23. Cube root
24. All algebra, except such simple use of the equation as is directly helpful in arithmetic and in other subjects met with in the school life of the pupil
25. Brackets, braces, vincula
26. Cancellation. (As a special topic)
27. Finding the whole when a fractional part is given
28. Paper tables
29. Gross and great gross
30. Square. (100 sq. ft. used in roofing)
31. Carpeting, lumber, measuring, papering, plastering, painting. (As separate subjects)
32. Surveyors' land measure
33. Foreign money
34. Indirect problems in simple interest. (Use the equation)
35. Bank discount
36. Pyramids, cones, spheres
37. Metric system
38. Initial decimal fractions of more than three places
39. All problems whose content is outside the experience and comprehension of the child

A Suggested Course of Study in Numbering in the Grades

In the first and second grades the child is building up his notions of numbering. He must be given opportunity through work and play at school to meet situations in which numbering arises. Most of the numbering in the first two grades must be incidental to other work and to play. The

making of change and the handling of money, the industrial arts, hand work, garden making, collecting and grouping in nature work, and constructive work in drawing furnish ample opportunity for correlated lessons. Play should be made to contribute toward real acquisition in numbering, for it is in play that the child's interest lies. Under its free and wholesome atmosphere, where attention and interest are spontaneous, he may develop an abiding interest in numbering and acquire a serviceable knowledge of arithmetic. The following are suggested topics of activity:

1. Building with blocks
2. Making rulers
3. Measuring (*a*) height of pupils, (*b*) things about the schoolroom
4. Playing store: (*a*) Adding cents to cents, (*b*) making change — 10¢, (*c*) use of pints and quarts — buying and selling milk, (*d*) dozen — half dozen. Coloring, buying, and selling Easter eggs
5. Playing dominoes: (*a*) Matching, (*b*) counting by 5's
6. Time: (*a*) Making a clock face, (*b*) hours 9, 12, 2, etc.
7. Games — scoring: (*a*) Bean bag, (*b*) ring toss, (*c*) ninepins, (*d*) hook it, (*e*) guessing games, (*f*) building up numbers, using all possible combinations
8. Number stories

Through such activities the minimum number work of the pupil should be:

First Grade

1. a. Count to 20 concretely
   b. Count to 20 abstractly. (Symbols are to be used after the numbering knowledge has been obtained by the use of objects in work and play)
2. Group objects by 2's and 5's to 20
   Count by 2's and 5's to 20. (Grouping and counting symbolized with written words and with digits)

3. Divide groups of objects into 2's, 3's, and 4's to 12
4. Use term *halves* when groups of objects are divided into two equal parts. (Not more than 12 objects to be used)
5. Emphasize the relationship between quantities by means of objects. (Suggestion: relationship between inch and foot, pint and quart)
6. Denominate numbers
   Measurements:
   12″ = 1 ft.
   2 pts. = 1 qt.
   12 things = 1 dozen
   5¢ = 1 nickel
   10¢ = 1 dime
   2 nickels = 1 dime
7. The addition of halves and halves

Second Grade

1. Review the work of first grade
2. Continue counting concretely by 2's and 3's to 24; by 4's to 40; by 5's and 10's to 50
3. Present the thirty-three combinations, concretely, whose sums are 12 or less. Aim toward an abstract and automatic mastering of these
4. Division of groups of objects into 2's, 3's, 4's, and 6's to 24
5. Divide groups of objects into 2, 3, 4, 6 equal parts — maximum of 12 objects
6. Use terms *halves, fourths,* when objects are divided into two or four equal parts
7. Column addition, two digits wide — sum of each column less than 10
8. Column subtraction, two digits wide — each digit in the minuend to be greater than the corresponding digit in the subtrahend

9. The addition of fourths to fourths. (In handwork problems)
10. Denominate numbers:
    25¢ = 1 quarter
    60 min. = 1 hour
    7 days = 1 week

Third Grade

1. The forty-five combinations in addition and subtraction made automatic
2. Column addition three digits wide, four addends. (With the adding-in process)
3. Subtraction of numbers three digits wide. (With the taking-from process)
4. Multiplication tables — 2's, 3's, 4's, 5's, 6's, 10's through 6 times the number multiplied
5. Division corresponding to the combinations in the multiplication tables, and also with remainders
6. Denominate numbers:
    3 ft. = 1 yd.
    4 qts. = 1 gal.
    50¢ = 1 half dollar

Fourth Grade

1. Continue work of third grade
2. Addition four digits wide and four addends, also three digits wide and five addends
3. Subtraction, four digits wide
4. Complete the multiplication tables through the 10's, (10 x 10) — multiplicand 4 digits wide; multiplier 2 digits wide. (Using dollars and cents)
5. Division — dividend not more than five digits; divisor not more than two digits

6. Denominate numbers:
   16 oz. = 1 lb.
   10 dimes = $1
   100 cents = $1

Fifth Grade

1. Continue drill on the four fundamentals with whole numbers
2. Fractions:
   a. Continue fraction work of the previous grades
   b. The addition of fractions in the following order of groups:
      Halves and halves
      Halves and fourths
      Halves, fourths, and eighths
      Halves and thirds
      Halves, thirds, and sixths
      Halves, thirds, sixths, and twelfths
      Halves, thirds, fourths, sixths, and twelfths
      Fifths and tenths
   c. Reduction of fractions when necessary in addition and subtraction
   d. Addition and subtraction of mixed numbers. In addition two digits wide, three addends
   e. Multiplication of fractions — $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{4}$, $\frac{3}{4}$, each repeated a given number of times
      Example, $3 \times \frac{1}{2} = \frac{3}{2}$
      $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{10}$ of a group (Example, $\frac{2}{3}$ of 18)
      Multiplication of simple mixed numbers. (In playing store, etc.)
   f. Division of fractions. How many $\frac{1}{2}$'s, $\frac{1}{3}$'s, $\frac{1}{4}$'s, $\frac{3}{4}$'s, $\frac{1}{10}$'s in whole numbers?
      Example, how many $\frac{3}{4}$'s in 6, or $6 \div \frac{3}{4} = ?$
      Develop through the concrete, use abstractly

3. Denominate numbers:
   a. Review — Continue the work of previous grades
   b. New — 24 hours = 1 day

Sixth Grade

1. Drill on the four fundamentals in whole numbers and fractions
2. Decimal fractions
   a. The decimal idea
   b. The four fundamentals in decimals, with a limit to two decimal places in initial decimals. (Stress dollars and cents)
3. Per cent:
   1/100 = .01 = 1%. Nothing new
4. Find the per cent of a number
5. Find what per cent one number is of another. (18 is what per cent of 20?)
6. Denominate numbers:
   a. Review denominate numbers through problem work
   b. New work to be taken up through problems:

100 lb.	= 1 cwt.
2000 lb.	= 1 ton
144 sq. in.	= 1 sq. ft.
9 sq. ft.	= 1 sq. yd.
160 sq. rds.	= 1 acre
60 seconds	= 1 minute
365 days	= 1 year
12 months	= 1 year

Seventh, eighth, and ninth grade mathematics should be a unified course made up of arithmetic, algebra, and geometry, and presented in such a way that there will be no definite break from arithmetic into algebra.

Seventh Grade

1. Drill for speed and accuracy with whole numbers, fractions, and decimals
2. The application of numbering to real life needs:
   a. Social
   b. Industrial
   c. Civic
3. Discount — as per cent
4. Interest:
   a. Money
   b. Investments
5. Commission — in connection with vocational guidance
6. Taxes — local: in simple form in connection with civics
7. Personal accounts
8. Banking:
   a. How to make out a deposit slip
   b. How to write a check
   c. How and why to fill the stub
   d. When a check should be cashed
   e. How to stop payment on a check
   f. How to indorse a check
   g. How to indorse a note
   h. How to write a negotiable note
   i. How to compute interest
   j. Importance and purpose of savings banks
   k. Importance and purpose of commercial deposit banks
   l. How to open an account
   m. How to secure a bank draft
   n. How to use a bank draft
9. The solution of the simple equation in algebra:
   a. Definition of equation
   b. Making equations

c. Solving equations by:
   Adding the same amount to both sides
   Subtracting the same amount from both sides
   Multiplying both sides by the same amount
   Dividing both sides by the same amount
d. Use of the parentheses in equations
e. Positive and negative numbers in the equation

10. Intuitive geometry based upon shape, size, and location of objects:
    a. The rectangle
       (1) Perimeter
       (2) Area
    b. The triangle
       (1) Angles
       (2) Similar triangles — in solution of problems only
       (3) Construction of similar triangles
11. Use of the compasses in drawing straight lines:
    a. Dropping a perpendicular from a point to a line
    b. Erecting a perpendicular at a given point in a line
    c. Constructing equal angles
12. Use of the protractor in measuring angles

Eighth Grade

1. Further development of Seventh Grade work
2. Graphs
3. The right triangle — Theorem of Pythagoras
4. Relation of opposite angles and of the angles made by a transversal cutting parallel lines
5. Cubical contents of rectangular prisms
6. Cubical contents of cylinders

The work in numbering must be a unit from the first grade through the eighth; *e.g.*, after fractions have been learned there is nothing new in decimals but the form of writing.

Per cent is only a particular common fraction, *i.e.*, 1/100, or a particular decimal: .01 = 1/100 = 1%

Much time will be saved by this unity of work. Furthermore the child will be able to master the subject of arithmetic if this simplicity of the subject is shown.

Minimum Essentials in Problem Work

1. All problem work shall be such as will develop the child's ability in numbering; that is, the content of the problem must be within the comprehension of the child.
2. Children shall make and solve problems growing out of their own experiences or environments, covering the numbering as outlined for the various grades, using the suggested topics of activity as a guide.
3. In problem solving the five steps to be learned are:
   a. State the problem clearly, or read it understandingly.
   b. Pick out the unknown fact or facts.
   c. Pick out the known facts.
   d. Choose the form of relating the known facts (add, subtract, multiply, or divide) in order to determine the unknown fact or facts.
   e. Solve. This involves the mechanics of the subject. The child should approximate his result before solving. The result should always be checked by the student.

The Committee also begs to recommend:

1. That there be supervised study.
2. That a degree of uniformity in the promotion of pupils is desirable. In order to establish this uniformity, standards are essential. Three tests should be used in determining the pupil's right to promotion:
   a. The judgment of the teacher, based upon her daily association with the child.

b. The use of standards, as a modification of the Courtis or Lane Tests.
c. Examinations, approved by principal or superintendent.

3. A course of study founded upon minimum essentials should form the basis of all numbering.

Suggested Topics of Activity

First Grade

1. Building with blocks
2. Making rulers
3. Measuring:
   a. Height of pupils
   b. Things about the school room
4. Playing store:
   a. Adding cents to cents
   b. Making change — 10¢
   c. Use of pints and quarts — buying and selling milk
   d. Dozen — half dozen — Coloring, buying, and selling Easter eggs
5. Measuring in handwork
6. Playing dominoes:
   a. Matching
   b. Counting by 5's
7. Time:
   a. Making a clock face
   b. Hours — 9 A.M., 12 M., 2 P.M.
8. Games — scoring:
   a. Bean bag
   b. Ring toss
   c. Nine-pins
   d. Hook it
   e. Guessing games

f. Building up the number, using all possible combinations

9. Number stories

Second Grade

1. Buying toys:
   a. Adding cents to cents
   b. Multiplying $2 \times 3¢$, etc.
2. Making rulers
3. Measuring
4. Playing store — making change — $25¢$
5. Playing dominoes
6. Playing games — scoring
   Adding halves to halves
7. Time:
   a. Clock — hour, half-hour, quarter-hour
   b. Seven days in a week
   c. Calendar
8. Collecting and counting
9. Number stories

Third Grade

1. Playing store:
   a. Making change — $50¢$
   b. Making bills
   c. Buying by dozen and half-dozen
   d. Buying by pint and quart
   e. Buying by yard, half-yard, quarter yard
   f. Buying by pound and half-pound, quarter-pound (using the scales in weighing)
2. Playing cafeteria — lunch stand
3. Playing street car:
   a. Buying tickets — one way, round trip
   b. Making change
4. Time

5. Games:
   a. Hikes — relay races
   b. Climbing the ladder
   c. Ring toss, etc.
6. Number stories:
   a. Time
   b. Gardening, measuring, making money, saving money

Fourth Grade

1. Playing store:
   a. Pound and ounce
   b. Bills
   c. Making change — $1.00–$2.00
   d. Multiply by numbers smaller than 1
   e. Inventories of the store
2. Outdoor measurements:
   Feet, inches
3. Finding averages:
   a. Class averages
   b. Height averages
   c. Age averages
4. Relay races:
   a. Baseball
   b. Auto race
   c. Home run
   d. Aerial race
5. Guessing games

Fifth Grade

1. Keeping accounts
2. Bills
3. Estimating costs:
   a. Picnic lunches
   b. Week-end parties

c. School projects
d. School supplies
e. Fraction discounts
(1) Boy scout outfit. (Use advertisements)
(2) Ball or tennis outfit. (Use advertisements)
(3) House supplies. (Use advertisements)

4. Gardening:
a. Accounts
b. Scale drawings
5. Scale drawings in map work
6. Correlation with other subjects

Sixth Grade

1. Keeping accounts:
Earning and saving money — preparatory step to vocational guidance
2. Playing bank
3. Drawing to scale
4. Collecting and making problems from business
5. Finding per cents:
a. Attendance
b. Of accuracy in arithmetic
c. Of germination in seeds, etc.
6. Estimating areas

Seventh and Eighth Grades

1. Dramatization of banking
2. Excursions to offices and business houses:
a. Bank
b. Collector's office
c. Treasurer's office
d. Lumber yard
e. Shipping stations — harbor
f. Department store

3. Making and solving problems from newspaper quotations
4. Making and solving civic and business problems:
    a. Labor activities
    b. Saving and investing
    c. Industrial problems
5. Domestic problems:
    a. Marketing and shopping
    b. Household accounts
    c. Family budgets
6. Measurements

A Brief History of Minimum Essentials in Arithmetic

Through a brief review of the literature on minimum essentials in arithmetic one finds that the method of determining what shall be taught has been, first, a study of what numbering was being used in the business and social world, followed by an elimination of all other material from the school work. While this process of elimination has been going on since the eighteenth century, it is only within recent years that the public has concerned itself with the vital question, "What is essential?" Warren Colburn, the great reformer in arithmetic in America, led the way when, in 1819, he pointed out the fallacy of wasting time with the mass of useless material in arithmetic and thereby neglecting the real purpose of the study.

Following Colburn little was done in the way of elimination until 1887, when President Francis A. Walker conducted a campaign in the Boston schools which resulted in an order by the School Committee that the following subjects should be droped from the course of study:

1. Mensuration of the unusual surfaces and solids
2. Compound proportion
3. Compound interest

4. Equation of payments
5. Exchange
6. Metric system
7. Compound partnership

With the beginning of the twentieth century a great reform in education was started in an effort to economize time in education. To quote H. B. Wilson, "The chief initial impetus toward the movement for economizing time in education, probably antedating somewhat the attack on the problem by the National Council, was given by the late President William R. Harper of the University of Chicago before a notable gathering at the University in the autumn of 1902, where he read a brief paper proposing a scheme for saving two years of time in the completion of a college course." Out of this question of economy of time has grown perhaps a more vital question of what is worth knowing.

In 1903, C. W. Stone sent out a questionnaire to the business men of Indianapolis, asking their opinions on the utilitarian value of the various subjects taught in arithmetic. The replies indicated that certain topics had absolutely no utilitarian value.

In an address on *What Omissions Are Advisable in the Present Course of Study, and What Should Be the Basis for These,* delivered before the National Department of Superintendence in 1904, Dr. Frank McMurry recommended that the following topics be eliminated from arithmetic:

1. Apothecaries' weight
2. Troy weight
3. Examples in longitude and time, except the very simplest
4. The furlong in linear measure
5. The rood in square measure
6. The dram and the quart in avoirdupois weight

7. The surveyors' table
8. Table on folding of paper
9. All problems in reduction, ascending and descending, involving more than two steps
10. The Greatest Common Divisor, as a separate topic, but not practice in detecting divisibility by 2, 3, 5, and 10
11. All common fractions except those of a very low denomination and customary in business
12. All work with the Least Common Multiple except of such very low denominations as those just mentioned
13. Complex and compound fractions
14. Compound proportion
15. Percentage as a separate topic, with its cases
16. True discount
17. Most problems in compound interest, and all in annual interest
18. Problems in partial payments except those of a very simple kind
19. The same for commission and brokerage; for example, all problems involving fractions of shares
20. Profit and Loss as a special topic
21. Equation of payments — made unnecessary by improved banking facilities
22. Partnership — made unnecessary, in the old sense, by stock companies
23. Cube root
24. All algebra, except such simple use of the equation as is directly helpful in arithmetic and in other subjects in the school life of the pupil

"In addition to all of these, arithmetic may be omitted as a separate study throughout the first year of school on the ground that there is no need of it if the number work incidentally called for in other work is properly attended to."

As a direct outgrowth of this discussion there followed much investigative work along the line of essentials in arithmetic.

In a report by G. M. Wilson in 1909 on "A Survey of the Social and Business Use of Arithmetic," published in the *Sixteenth Yearbook of the National Society for the Study of Education*, we read:

In connection with the working out of a course of study in arithmetic at Connersville, Indiana, a few years ago, an attempt was made to get the judgment of the business community on a number of arithmetic topics. As a result of this coöperation, the business men of the city voted to omit the following topics from the arithmetic course:

1. Troy weight
2. Apothecaries' weight
3. Longitude and time
4. The surveyors' table
5. Greatest Common Divisor
6. Least Common Multiple
7. Complex fractions
8. Cube root
9. Compound fractions
10. Foreign exchange
11. Compound proportion
12. True discount
13. Cases 2 and 3 in percentage
14. Compound interest
15. Partial payments
16. Partnership

This same business community, through its merchants, bankers and factory superintendents, expressed itself in favor of more attention in the public schools to the following topics (which were submitted to them in this form):

1. Saving and loaning money
2. Mortgages
3. Modern banking methods
4. Building and loan associations
5. Keeping simple accounts
6. Investing money

7. Bonds as investments
8. Real estate as investments
9. Marks of a good investment. (It is estimated that the get-rich-quick concerns fleece the American people out of $60,000,000 a year)
10. Taxes, levies, public expenditures
11. Profits in different lines of business
12. Life insurance as protection and investment

The Baltimore School Committee in 1911 also gave considerable attention as to time expenditure and topical emphasis in arithmetic. Up to this time we find that many states had made eliminations.

The American Committee No. 1 of the International Committee on the Teaching of Mathematics reported in 1911 on mathematics in the elementary schools. Through its investigation it found that there was a great pressure to simplify the course (1) by using smaller numbers in the work in arithmetic, (2) by eliminating topics that are unduly confusing, (3) by eliminating obsolete problem material, topics, and processes.

A few years later the public schools of Connersville, Indiana, sought the assistance of the business men of the community in an attempt to determine the essentials in arithmetic. A course of study was made, based upon the reports of this investigation. This Connersville course in arithmetic became a subject of study and criticism by Dr. Jessup in the University of Iowa and by Dr. Coffman at the University of Illinois. They conceived the idea of continuing the study of eliminations and enrichment through the superintendents of all cities of the United States with a population of 4,000 and over.

From a study of the reports received from the superintendents Dr. Jessup recommended:

First: The elimination of the following topics from the elementary course of study:

1. Apothecaries' weight
2. Alligation
3. Aliquot parts
4. Annual interest
5. Cube root
6. Cases in percentage
7. Compound and complex fractions of more than two digits
8. Compound proportion
9. Dram
10. Foreign money
11. Folding paper
12. The long method of Greatest Common Divisor
13. Longitude and time
14. Least Common Multiple
15. Metric system
16. Progression
17. Quarter in avoirdupois table
18. Reduction of more than two steps
19. Troy weight
20. True discount
21. Unreal fractions

(Chart, p. 119, *Fourteenth Yearbook*)

Second: That more attention be given to the following topics:

1. Addition
2. Subtraction
3. Multiplication
4. Division of whole numbers and fractions
5. Saving money
6. Public utilities
7. Public expenditures

8. Insurance
9. Taxes
10. Percentage
11. Profit
12. Building and loan
13. Investments
14. Interest
15. Banking
16. Borrowing
17. Levies
18. Stocks and bonds

The more recent writers on the teaching of arithmetic suggest many eliminations that more time may be given to the essentials. In Brown and Coffman's *How To Teach Arithmetic*, published in 1914, the following eliminations are recommended:

1. Greatest Common Divisor
2. Least Common Multiple
3. All obsolete tables in denomination numbers and all tables that are of use to the specialist only
4. Long or unnecessary reductions
5. Circulating decimals
6. All applications of percentage that do not conform to present-day practices
7. True discount
8. Equation of payments
9. Cube root
10. Progression
11. Compound proportion
12. Problems which require long and involved solutions
13. All fractions except those used in everyday business life:
    a. Long fractions
    b. Complex fractions

14. Partial payments
15. All topics which time or changed social conditions have rendered obsolete

In 1915 the Committee on Eliminations of the Iowa State Teachers' Association recommended the elimination of obsolete and useless topics and material from the common branches. A second report of a more positive program was made in 1916 in which it was recommended that the following eliminations be made in arithmetic:

1. Long method of Greatest Common Divisor
2. Most of Least Common Multiple
3. Long confusing problems in common fractions
4. Long method of division of fractions. (Always invert and multiply)
5. Complex and compound fractions
6. Apothecaries' weight, troy weight, the furlong in long measure, the rood in square measure, dram and quarter in avoirdupois weight, the surveyors' table, the table of folding paper, tables of foreign money, all reduction of more than two steps
7. Most of longitude and time
8. Cases in percentage. (Make one case by using $\times$ and the equation)
9. True discount
10. Most of compound and annual interest
11. Partial payments, except the simplest
12. Profit and loss as a separate topic
13. Partnership
14. Cube root

David Eugene Smith in a chapter on "Arithmetic" in *Teaching Elementary School Subjects* by L. W. Rapeer and Others, recommends that we consider relative values in arithmetic. He would eliminate fractions with large de-

nominators, division of a fraction by a fraction, and the multiplication of a fraction by a fraction, also cases in percentage and such other subject matter as is found to be of little value in the business world: square and cube root, progression, equation of payments, proportion.

George Herbert Betts in his *Class-Room Method and Management*, published in 1917, says:

> The main purpose in arithmetic is concrete, direct, practical, applied. It is the business of arithmetic to enable one to do the ordinary numbering and computing required in the common economic and social relations. The knowledge required should be:
>
> 1. How to count objects of all kinds. How to count by naming numbers only. How to count by twos, threes, etc.
> 2. How to read and write numbers of ten to twelve figures
> 3. The tables and processes involved in addition, subtraction, multiplication, and division of whole numbers
> 4. Common fractions, and their addition, subtraction, multiplication, and division, with the use of such denominators as are commonly used in business. A similar knowledge of decimals involving up to three places
> 5. The common tables and measures employed in the ordinary life routine of the average man or woman. These are: measures of length, angle, surface, volume and capacity, quantity, weight, time, money, value
> 6. Our monetary system, denominations, and the various business practices involving the use of checks, drafts, notes, mortgages, etc.
> 7. Percentage, and its simpler applications to practical business uses
> 8. Simple mensuration, applied to lines, angles, surfaces, volumes
>
> Attitudes to be developed:
>
> 1. A tendency not to be satisfied with guessing or approximating, but to insist on finding out through the use of figures on all essential matters involving numerical values
> 2. Standards of business accuracy that will result in the keeping of an accurate account of all personal or household receipts and expenditures. This will make possible a proper adjustment of expenditure to income, and also a right balance among the different objects for which money is spent

3. Unwillingness to rely on general estimate or rough approximations with reference to projects planned, as improving a home or a farm, taking a trip, investing in an automobile, etc.
4. Insistence on detailed and accurately kept records of profits or losses from the different enterprises of farm, shop, or business
5. The development of such a sense of values and the inevitable logic of figures as will render one proof against the get-rich-quick schemes planned by unscrupulous promoters to catch those who, through ignorance of business, believe wealth to be attained by some kind of magic
6. A sense of pleasure and satisfaction in the use of figures and in the certainty which comes from their wise application to one's affairs

J. C. Stone in his book on *The Teaching of Arithmetic* describes the aim of arithmetic "practical," and then outlines as practical the following:

1. Efficiency in computation
2. A social insight into business and industrial practices that will enable one to interpret references to such practices met in general reading or in social and business intercourse
3. Power to express and interpret the numerical expressions of the quantitative relations that come within our experience
4. The habit of seeing such relations, particularly those that are vital to our welfare

While to a degree these four abilities are of importance to all, their values vary with the different users of the subject.

In this same book Mr. Stone also recommends the elimination of:

1. Greatest Common Divisor
2. Addition and subtraction of fractions with large or unusual denominators
3. Least Common Multiple
4. The more complex forms of complex fractions
5. Obsolete tables and those used in specialized vocations
6. Impractical reductions in denominate numbers

7. Addition, subtraction, multiplication, and division of compound denominate numbers
8. The present type of inverse problems in fractions and percentage
9. The various short methods of finding interest
10. All inverse problems of interest
11. Partial payments
12. Annual interest
13. Undue emphasis upon the discounting of interest-bearing notes
14. True discount
15. Partnership
16. Proportion as a general method of solving problems
17. Foreign and domestic exchange
18. The measurement of uncommon areas and volumes
19. Square root and the Pythagorean Theorem
20. The metric system

Professor J. L. Meriam of the University of Missouri has done much, perhaps more than any other educator, to reduce arithmetic to its minimum essentials by having the pupils in his school do whatever in life belongs to them to do. Through this doing they learn to handle the arithmetical processes.

From this brief review, it is seen that all writers on the subject of arithmetic and many leading educators, superintendents, and teachers are agreed on the aim in arithmetic and are attempting through many lines of research to find just what should constitute a practical course in this subject.

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ART

The Committee on Minimum Essentials in the teaching of Art is offering a suggestive outline rather than a course of study. Its hope is not so much to suggest new problems as to vitalize with new purpose those now being used.

The ideal of the art teacher too often has been to obtain a uniform result. To this end lessons have been dictated until all individuality and initiative on the part of the student have disappeared. Against such teaching the Committee protests.

We also protest against the teaching which would let the pupil do whatever he pleases with no directed effort and no goal to reach. We believe that art springs from joy and that the art lesson should give opportunity for the child's expression of his own feeling. The result, however crude, if his own, is of far greater value than an effort dictated by another. This does not mean, however, that copying should never be done. On the contrary, a very good way to develop fine feeling and good taste is to copy something fine, trying to see and to express in one's own work the special excellence of the original. In this way the old masters worked; in this way the modern student gains insight and power. By means of illustrative material, such as photographs, prints, textiles, etc., by comparison and individual choice, his taste and power to express will be developed.

The Committee feels that design is the basis of all art expression and for that reason would give time to its study in all the grades. The constant necessity for choice and the attempt to make an orderly arrangement and harmonious

relation of lines, spaces, and colors develop appreciation and good taste.

Good taste should express itself in daily life. Therefore, we have made art study relate as closely as may be to the life interests of the students. We would emphasize, however, that good taste must be developed before it can be applied.

The following outline is suggested as being comprehensive enough to fit any kind of school in any place. It is based on the study of the elements of art and art structure as expressed in proportion, subordination, rhythm, dark-and-light, and color.

Definitions

"*Art* is the expression of an idea in a fine way." — A. W. Dow.

In *space art*, the expression is by means of harmonious line, dark-and-light, and color.

By *design*, we mean the harmonious arrangement of line, dark-and-light, and color.

Why Should Art Be Taught in the Public Schools of the United States?

1. To develop appreciation for and joy in beautiful things:
   a. In nature
   b. In the works of man in all ages and countries
2. To stimulate the demand for better design and color in:
   a. The home
   b. Dress
   c. Civic problems
   d. Manufactured articles
   e. Commercial art
3. To develop ability to express one's ideas in visible form

What Shall We Teach?

The harmonious arrangement of line, dark-and-light, and color, as applied to:

1. Design in:
   - a. The home — problems developing good taste in choice of:
     - (1) Floor covering
     - (2) Wall decorations
     - (3) Draperies
     - (4) Furniture
     - (5) Details such as fixtures, pottery, pillows, flower arrangement, picture hanging, arranging rugs on the floor
   - b. Dress — problems developing good taste in choice of:
     - (1) Gowns
     - (2) Wraps
     - (3) Hats
     - (4) Shoes, gloves, etc.
     - (5) Hair arrangement
     - (6) Jewelry, etc.
   - c. Civic problems — developing:
     - (1) Appreciation of architecture in relation to civic needs
     - (2) Good taste or appreciation of beauty in: city plans, streets, buildings, parks — details such as lamp posts, trees, paths and shrubbery, flower combinations
   - d. Manufactured articles — developing appreciation for beauty in:
     - (1) Utensils
     - (2) Fixtures
     - (3) Textiles

e. Commercial art — problems developing appreciation in posters, book covers, advertising cards, booklets, etc.

2. Illustration — subject matter related to:
   a. Literature
   b. History
   c. Patriotic themes, etc.
3. Representative drawing:
   a. Problems developing appreciation of beautiful form, tone, and color in:
      (1) Nature
      (2) Objects
   b. The ability to express form with character and with power
   c. Study of perspective in upper grades
4. Picture study:
   a. Good illustrations to be chosen when lesson is given
   b. Certain pictures to be shown in each grade that the children may become acquainted with the world's best art
   c. Definite art talks to be given in intermediate school to develop standards of judgment and to give some knowledge of the growth of art

How to Teach

1. Through discussion and comparison to develop apprecia tion and good taste in making choices:
   a. By excursions to stores
   b. By use of photographs, prints, objects, textiles and nature material
   c. By demonstration
2. Through arrangement and variation of given forms
3. By means of original designs and drawings

Under the subject of Design (see above) some phase of (a) and (b) might be given in each grade; (c) and (d) would apply to the sixth grade and above; (c), in simple form, might be given in each grade.

The possibilities range from a very simple book cover in the lower grades to a poster of commercial value in the eighth grade.

Illustration in the lower grades is picture writing rather than art but is important as giving opportunity for the exercise of imagination and invention. It is possible to build on this free expression and, by comparison with artistic illustrations and the study of art structure, to obtain, in the upper grades, composition having art quality.

Much of the free illustrative work might be done in the history and literature classes.

Representative drawing is related to art as spelling is related to literature. It is valuable not for itself but as a means for the expression of beautiful ideas.

Since the purpose of art teaching in the public schools is to develop appreciation of beautiful things as well as good taste in the choices that daily life demands, the subject matter of study would seem to be the elements of art and art structure rather than the concrete things which illustrate them. If one is trying to develop a sense of orderly arrangement and good spacing, it matters not at all whether it is done by means of a border design for a geography note book, by means of a wood-block pattern to be stamped on cloth, or by means of a design for a chest to be made in the wood shop; for each of these, the important thing is a sense of orderly arrangement and good spacing. For this reason our outline should be read with the understanding that the actual problems suggested are typical of many just as good and with the realization that behind each problem suggested is the definite aim to develop a specific thing.

Sufficient exercises in space arrangement (whether applied or not) should be given each year to develop a sense of good proportion and a feeling for good design.

The study of proportion and arrangement begins in the first grade or kindergarten in the simple problems connected with the doll's house. Similar problems may be studied with more insight and appreciation in the upper grades when the pupils make plans for bungalows or apartments or study color schemes suitable for their own individual rooms.

The study of color applied to dress begins with the doll's dress, but leads, by helpful problems in each grade, to the ability to select a suitable style, material, and color for one's own or another's garments.

Method

It will be noted that the purpose of art teaching, as here suggested, is not primarily to teach the pupil to draw (however important that may be) but to teach him to think, to exercise his judgment, to enjoy, and to express his enjoyment along art lines in an original way.

In the development of appreciation it is necessary that the pupil should make his own choices, modified by comparison with fine examples and by the teacher's choice. Each problem should challenge the thought of the pupil.

The province of the teacher is to set problems, to judge, to advise, to arouse enthusiasm for the work, and to keep himself in the background.

In the lower grades our purpose is to develop joy in beautiful form, color, and arrangement; orderly thinking in design; and the expression of action and proportion in drawing rather than technique as such.

It is expected that each grade will show progress over the preceding grade in art appreciation and in power of expression. In the lower grades, form may be expressed by means

of paper and scissors, crayola, and chalks, the study of mass being less difficult for little children than the study of line. Clear thinking along art lines, definite observation, good judgment, good taste, and skill in art expression should be advanced by the right kind of study.

It is surprising how much can be done to develop good taste by becoming familiar with good things. This can be done by trips to museums where this is possible; by carefully planned trips to stores, followed by a review of the points studied; by loan exhibitions and by study of photographs and other reproductions, textiles, pottery, etc.

A good way to develop invention and ability to design is to begin with a simple textile pattern and to make variations of it, thereby realizing that the beauty (the rare quality of the design) depends upon the relation of spaces and the massing of dark-and-light. A student should learn to see a design or drawing as a whole and should learn to draw the important thing, putting the less important things in their places. Each line, spot, or space must be considered in its relation to some other line, spot, or space and must not be drawn as a thing by itself.

Things necessary to make an art lesson a success:

a. Definite aim
b. Every detail planned
c. Presentation that will interest the class
d. Organization of material
e. Enthusiasm, alertness, promptness, patience
f. Relation of lesson to former experience
g. Criticism, summary, or application

Since this method of study requires illustrations, the following suggestions are made to help in starting an equipment in schools where there is no pictorial equipment:

a. Most county libraries will supply needed books and pictures upon application.

b. Very good illustrations may be found in old magazines such as *Scribner's, The Century,* and *Harper's,* which may be purchased at second-hand bookstores at reasonable cost.

c. Catalogues of furniture houses, rug shops, etc., may be obtained and found very useful.

d. Advertisements in magazines and papers will often reveal helpful material.

e. One who is skillful in its use may find the camera a great help; small pictures may be enlarged.

f. The Perry Picture Company, the University Travel Bureau, and other print houses furnish, at small cost, reproductions of old masterpieces and modern works of art.

g. The drawing books in common use have material helpful for reference.

h. In *The School Arts Magazine* will be found many helpful suggestions.

i. Much nature material furnishes suggestions for design and color.

Things to remember:

a. Since design is based upon harmonious relations of spaces, spots, and lines, it applies to landscape as truly as to lace. Learn to see "pattern" in landscape.

b. Movable material such as cut paper is best to help the student to gain a feeling for design because it may be shifted about easily and the changes noted.

c. Students should make up their own minds about a work of art before the teacher expresses an opinion.

Standards

Absolute standards in art study have not yet been attained, but it is possible to test appreciation in many ways as, for instance, to show the student several reproductions of pictures varying in artistic merit. Have him place these in three groups according to his judgment of their merit. He might be asked to judge them for different points such as beauty of proportion, rhythm, subordination, beauty of color, or dark-and-light. From a number of rugs or pictures he might make choices. Arrangement of flowers, choice of costume, color schemes, and numberless other tests would give an idea of the student's appreciation.

Perhaps the most detailed tests of appreciation which have been printed may be found in *The Elementary School Journal*, Vol. XX, pp. 33–46 and 95–105, an article which is now published by The Prang Company, Chicago. It is entitled "Empirical Study of Pupil Ability in Public School Art Courses." The author is W. G. Whitford, School of Education, University of Chicago.

Mr. Whitford gives as art aims or objectives:

1. The ability to recognize and appreciate art quality.
2. The ability to draw or describe things graphically.

He presents two tests, one for appreciation and one for drawing. His conclusions are, in brief, that color ability is the most difficult to impart, with pictorial and decorative composition and perspective coming next. Proportion and spacing, refinement of line and form, rhythm, and harmony and expression of line are phases of art that can be developed with no great difficulty.

Appreciation, he feels, develops first. Sensitiveness to fine spacing, refinement of curves, and proportion develops before the ability to draw correctly.

For Standards of Attainment also see *Report of Progress, Duluth Public Schools*, 1919.

Other attempts have been made to organize art teaching and to eliminate non-essentials. The chief difference between the attempt of our Committee and that of others lies in the point of emphasis.

The report of the Committee, of which Mr. Bailey is chairman, is based quite frankly upon prevailing methods which have been used for twenty-five years. The plan of procedure is first to collect source material, then study nature, then draw and design. Nature is looked upon as the basis and the inspiration of art work.

In the Baltimore report more emphasis is placed on drawing than on design and the design suggested does not seem to go back to fundamentals but to the placing of objects in a space rather than the study of space relations. The section entitled "Drawing and Industrial Art," in the *Report of Progress, Duluth Public Schools, 1919*, is full of interest and suggestion. It is much more detailed than ours could be. The art work in the Duluth report is based on the needs arising from the projects in connection with the study of industries.

Much emphasis is placed on illustration, design, and picture study, with sufficient emphasis upon drawing and modelling to enable the pupils to draw and to make objects needed in their study.

An especial excellence of the course of study there presented is the tabulation, at the end of each section, of standard of attainment.

See also *The Elementary School Journal*, Vol. XVI, April, May, and June, 1916, and Vol. XVII, September, 1916, for "Course of Study in Drawing in the Elementary School of Education, University of Chicago."

In our attempt the aim has been to teach the pupil to think in terms of art structure and to help him gain appreciation

and power by means of the study of proportion, subordination, and rhythm. This study is essential because it gives the pupil ability to judge for himself, to appreciate harmonies of line, masses, and colors, and because it develops power to express his own individual sense of beauty and to apply it to daily needs.

The value of the outline we present will depend largely upon the teacher using it. It may be used where work springs from projects, and we hope that the grade teacher will find it of value in relation to the general subjects of the course.

In succeeding pages the three helps indicated below are presented:

1. A table suggesting a few problems and methods of presenting them. Any problem may be thus classified.
2. A table showing progress in the treatment of various subjects throughout the grades.
3. An outline on picture study, prepared by Nellie Huntington Gere.

TABLE I

SUGGESTED HOUSEHOLD PROBLEMS SHOWING SOME METHODS OF PRESENTING THEM

A	B	C	
Aims	Problems	Method	
	Doll's House	*Materials*	*Procedure*
I. Appreciation of convenient arrangement of home	I. Arrangement of house	I. Cardboard boxes of different sizes and shapes	I. Choose boxes of different sizes and shapes to represent different rooms in the home. Arrange for floor plan of bungalow or apartment. Best arrangement might be carried out in large pasteboard or wooden box with partitions.
II. Appreciation of well kept lawns. Arrangement of shrubs. Development of civic pride	II. House in relation to surroundings	II. Sand table, trees, small plants, house, gravel, etc.	II. On sand table arrange the house, make paths, plant trees, shrubs, lawn, etc.

TABLE I — *Continued*

A	B	C	
Aims	Problems	Method	
	Doll's House	*Materials*	*Procedure*
III. Demand for suitable and harmonious wall coverings, considering color and pattern	III. Color scheme of house: *a.* inside *b.* outside	III. Paper or paints	III. Choose from samples, papers appropriate for walls, or choose colors and paint paper. If possible, let children paint outside of house.
IV. Demand for rugs with fewer surface designs. Appreciation of order	IV. Design rug. Choice and arrangement of rugs on floor	IV. Paper and crayola. Prints of rugs which have been cut from advertisements. Color	IV. Design rug: Suitable size. Suitable color. This might be woven. Choose colors in harmony with room. Tone with crayola. Have a rug store and have pupils buy a rug as mother does for the home. Suitable color and design. Arrange to obtain a restful and quiet room.
V. Demand for simple, well proportioned furniture	V. Design chairs, tables, etc.	V. Cardboard. Photographs of furniture cut from furniture advertisements	V. Compare and discuss qualities of furniture in photographs. Build furniture.
VI. Appreciation and demand for simple surface patterns	VI. Design for linoleum for kitchen and bathroom	VI. Dye or paint pads. Small wooden blocks	VI. Make pattern by printing these geometric shapes in different ways.
VII. Appreciation of restful arrangement of pictures on the wall	VII. Arrangement of pictures on walls	VII. Small pictures, mounted	VII. Arrange and discuss.
VIII. Appreciation of good proportion in rooms. Convenience and health requirements. Demand for proper location, ventilation, convenient arrangement, and beauty	VIII. Design or floor plan of bungalow. Design, color schemes	VIII. Magazines such as *The House Beautiful*. Paint or make model with paper, cloth, wood, etc.	VIII. Trips when possible to houses under construction. Study of house plans in magazines: 1. Consider location of house. Consider relation of rooms to each other and to points of compass. Decide which rooms need the sunshine most. Decide on relation of rooms to each other. Decide on relative sizes and proportions of rooms. Draw rough plan, make criticisms; draw to scale. 2. Plan openings such as doors and windows. Consider lighting, convenience, and appearance both inside and outside. 3. Color schemes: Consider room, location, use, etc. Choose color of woodwork first, then of wall and floor coverings.

TABLE II — ART GOALS

	Knowledge				Appreciation	Habits and Skills		Attitudes
	Color	Design	Illustration	Picture Study		Drawing	Technique	
Grade I	Learn names (hue). Exercises in form of games. Distinguish between dark and light (value). Distinguish between bright and gray. Apply to problems	Simple spacing — moveable material. Borders for book covers. Floor doll's house. Simple stick printing	Simple cut. Figures (grouped to tell story). Study pictures showing rhythm, etc.	See Miss Gere's outline	Color and pattern in nature, pictures, and designs	Free tearing, cutting, and painting of fruit, vegetables, and figures. Learn to place one object in front of another	Form right habits in use of scissors, papers, paints, paste, water, clay	Respect for one's own work and pride in doing it as well as possible A desire to look as well as possible at all times
Grade II	Color washes: 1. Two values, same hue 2. Two related hues Apply to outline landscape or simple fruit in space	Study of surface pattern for appreciation (cutting or stick printing). Apply to floor or book covers	Mass painting or crayola drawing, choosing right colors for background. Study grouping	See Miss Gere's outline	Color and pattern in nature, pictures, and design. Flower arrangement	Mass work, fruit, vegetables, trees, flowers, figures	Emphasize right use of all materials. Desks, floor, paint-boxes must be kept clean	Respect for art and for men's application of art in architecture, city parks, gardens, etc. Alertness to current art events such as the bringing of Gainsborough's Blue Boy to Los Angeles
Grade III	Painting flowers, trees, etc. Color washes. Nature effects	Study of repeated pattern. Stencil for room	Mass painting or cutting. Grouping. Rhythm	See Miss Gere's outline	Color. Dark-and-light. Pattern. Flower arrangements	Study of objects. Relative size of two objects. Free painting. Cutting	Same as above	Desire to read art notes in newspapers and magazines and to visit exhibits and museums
Grade IV	Value scale (three values). Apply to outline. Free painting, mass	Block print — sofa pillow. Design rug. Book cover. Lettering	Free painting or cutting. Studying good illustrations	See Miss Gere's outline	Dark-and-light. Rhythm. Flower arrangement. Study background	Study of figures. Use in illustration. Study of objects, mass, cutting, or painting	Same as above	Desire, in every schoolroom, for an established place where beautiful objects may be shown and where each child may bring some-
Grade V	Value scale (five values). Color scales. Apply to maps, landscapes, etc. Free painting	Composition (abstract). Study of subordination. Rhythm. Dark-and-light	Copy line schemes from good illustrations. Original composition	See Miss Gere's outline	Study of subordination. Study of rhythm in pictures, design. Flower arrangement	Study of objects in line — ellipse. Use large objects. Relation of large and small	Same as above	

TABLE II. — ART GOALS — *Continued*

	Knowledge				Appreciation	Habits and Skills		Attitudes
	Color	Design	Illustration	Picture Study		Drawing	Technique	
Grade VI	**Scales.** Study fine color schemes. **Color** harmony. **Apply** to outline maps, landscapes, figures, etc.	Composition. Study of subordination. Rhythm. Dark-and-light. Color. Stained glass	Study from examples ways of composing. Experiment with cut figures	Lantern talks. Much opportunity to see lovely things. See Miss Gere's outline	Study of proportion. Spell out unity. Pattern in architecture. Landscape and color	Study of simple perspective. Relate to illustration, books, houses, roadways, etc.	Same as above	thing which he considers beautiful for the others to enjoy. Alertness to beautiful color and pattern in nature.
Grade VII	**Study** of related colors. Study of complementary colors. Study amount of bright and gray to use. Study background color. Apply.	Lettering — posters. Design for crafts shop. Block printing. Floor plans — bungalow. Study principles of art	Study best illustrators. Apply principles of art	Same as above	Study of proportion, unity, pattern, and rhythm in architecture, design, and color	Study of groups of objects, books, elliptical objects, rooms — interior perspective	Same as above	
Grade VIII	Copy beautiful color schemes. Collect beautiful color. Apply to costumes, home, etc.	Lettering. Crafts. Costume. Posters	Same as above	Same as above	Design in handicraft. Background spaces. Dark-and-light and color	Same as above	Same as above	

Special days to be observed by special lessons; for example, Thanksgiving, Christmas, St. Valentine's day, Washington's birthday, etc.

Whenever advisable close relation should be maintained between art and handicraft, history, geography, and literature.

Teachers of these subjects will find a wealth of material in art to illustrate and vitalize their subjects.

The relation of these subjects to art will be seen in connection with project work.

Where possible have a period set aside when each group in turn may present something of beauty for the enjoyment of all; for example:

1. Dramatization of a picture.
2. A beautiful flower arrangement.
3. A table arrangement.
4. A picture well hung against an interesting background.

Outline on Picture Study

Art Appreciation through Picture Study in the Elementary School

These suggestions are offered not only to teachers who have had art training, but as a guide to those who have not studied art. While they cover only a minimum of accomplishment they point the way to the maximum.

Our use of the term *picture study* includes not only the consideration of reproductions of paintings, but of architecture, sculpture, and the crafts. It is possible through these pictures to show children how art is related to their everyday lives — to their homes, gardens, dress, manufactured articles, public buildings and parks, and to certain commercial activities.

Professor Arthur Wesley Dow, of Teachers College, Columbia University, says, "Art is a quality imparted to the shape, texture, tone, and color of things, a superior quality created by the superior craftsman or artist. It is this superior quality in looks and workmanship which the world regards as precious."

Many books have been written on picture study, but very little has been said on the *art* of the picture. The popular method of judging pictures by their story or by their truth to nature is not helpful and leads away from art. Art lies primarily in structure. There are three great structural elements: line, dark-and-light, and color. We find beauty of line in "The First Step," by Millet, also in the "Victory of Samothrace" and in the "Parthenon." Fine balance of dark-and-light spaces is illustrated in "The Prophets," by Sargent, and in "The Presentation in the Temple" by Rembrandt.

Color harmony is shown in old Chinese and other Oriental rugs and embroideries. Jules Guerin's illustrations in Hichens' *Egypt and Its Monuments* are beautiful in color.

Masterly spacing of lines, of dark-and-light masses, and of colors gives fine proportion, as in Giotto's "Tower." Some line arrangements give a strong feeling of rhythm, as in Botticelli's "Allegory of Spring." The long, beautiful lines of the figures are rhythmic. Subordination is expressed through both line and dark-and-light in Titian's "Entombment." Pictures of the Taj Mahal with its splendid dome will illustrate subordination in a different way.

In works of art which tell a story, the emphasis should be placed not upon the story but upon the way in which it is told. Four paintings of the "Madonna and Child" are suggested in our list of pictures. Each one tells the same story, but in a different way. The "Madonna of the Chair," by Raphael, tells its story through rhythmic lines while the "Madonna del Gran' Duca" expresses it through dark-and-light arrangement. One picture is composed in a circle, the other in a rectangle, but both are fine in design.

Many works of art which do not tell a story are beautiful. For example, study pictures of the "Ducal Palace in Venice," or the "Gold Ornaments from Mycenæ."

Works of art which are not true to nature, or which do not even suggest nature, may have great beauty. Dulac's illustrations for the *Arabian Nights* and Rackham's for *Rip Van Winkle* are not true to nature, yet they have fine art quality. "St. Mark's Cathedral" is beautiful, but does not suggest nature.

Imagination and power of suggestion are far more important in the artist than mere imitation and we should look for these larger qualities in his work.

Pictures have long been used in connection with history, geography, nature study, and other subjects to add interest and to give information. The practice is always worth while when the pictures are well chosen.

Pictures as inspirational and illustrative material are of

course a necessary part of art lessons. They help to explain the problem, show children how masters have worked, and are often the means of inspiring original and unusual results.

Pictures should not be studied for historical sequence, as history of art has no place in the elementary school.

Aim. — With young children picture study should be for the joy of getting acquainted with beautiful things. The world's masterpieces of art are part of the heritage of every child. We take heed as to his food, his clothing, his reading, and sometimes to the music he hears, but little thought is given to the pictures which surround him and which illustrate his books. Frequently even less thought is given to good design and color in the decoration and furnishing of the home or the school.

Children are naturally responsive to beauty in works of art and in nature, and standards of beauty should be established very early. If this is not definitely planned for, the child will get his ideas of art from Sunday newspaper colored supplements and from the commonplace things which may be a part of his environment. His sensibility is blunted and he becomes accustomed to surroundings which lack beauty or are positively ugly. His ideals of beauty are mistaken ones.

Picture study will fulfill its aim if it develops appreciation for and joy in the beautiful things of the world. It will stimulate the demand not only for better pictures, but for greater harmony in the planning and furnishing of the home. Through well directed picture study a child will gradually develop a more discriminating judgment not only in the work that he does, but also in his choice of any object which he may purchase. He will become acquainted with some of the world's masterpieces in painting, sculpture, architecture, book illustration, and craft work.

Time. — One good picture or series of pictures or one beautifully illustrated book presented each month in each

grade will bring positive results in forming standards and in developing appreciation.

Methods. — How may a teacher untrained in art present pictures in a helpful way? First, through her own study of the picture or pictures before showing them to the class. She should consider whether the art of the picture lies especially in its spacing, rhythm of line, subordination, balance of dark-and-light, color harmony, or some combination of these qualities. Having decided this, she should place the picture where it may best be seen by the children. There should be in each schoolroom a well lighted space reserved for showing the print or prints to be studied. Burlap, bogus paper, or any neutral background will set this space apart and help to bring out the beauty of the picture. A small print should be placed low; as a rule it is better to hang pictures on a level with the eyes.

Pictures are silent teachers and it is much better not to talk about them at all than to ask the inane questions usually suggested in books on picture study.

If you are showing a reproduction of Whistler's portrait of his mother, be content to tell the children that it is one of the most beautiful portraits in the world; the picture will do the rest. The children should be told that Whistler was one of the greatest of American artists. Some of them will remember his name and recognize this portrait throughout their lives. They will feel its beauty, although they may not be able to say why it is fine.

We may tell a class about the Metropolitan Museum in New York City, and about the wonderful collections which it houses — paintings, textiles, porcelains, and other forms of art. Show them a half-tone or photograph of Mauve's beautiful "Autumn" and tell them it is one of the best loved paintings in the Metropolitan galleries. Because of their interest in the picture, the children will enjoy learning to

spell the artist's name and will be interested to know that he was a Dutch painter of modern times.

Pictures of Giotto's bell-tower should be shown as perhaps the most beautiful tower in the world and the Taj Mahal as the most beautiful tomb. Tell the children where these buildings are and something about them as an aid to remembrance of the buildings, but especially emphasize their great beauty.

The Woolworth building of New York City is sometimes called the "Cathedral of Commerce." It is not only the highest office building in the world, but it is a great American achievement in architecture and every American child should know it and recognize its fineness through the study of pictures. Most children know the Woolworth five, ten, and fifteen cent stores; they will enjoy the story of Mr. Woolworth's small beginnings and his splendid gift to America and to the world.

By showing books finely illustrated by Guerin, Dulac, Wyeth, Bilibin, and others, we may bring to the children the best color in modern illustration.

Through a series of color reproductions of fine old oriental rugs, published in *The Mentor* and in other magazines, we may show examples directly related to the home.

Show all these fine things as beautiful works of art and let the children study them silently. Let them express themselves afterward. Keep the book where it may be seen or leave the pictures up through the month so that the children may go back to them many times, thus making them their own. In some grades and with some material, a twenty-minute period or a half-hour lesson may be profitable; but usually, especially with little children, it is better to give five minutes and then, after the picture has been hung for a week or two, to encourage them to talk about it, and to see if they like it better than at first and if they remember the

name of the artist, the location of the building, or whatever fact identifies it as a work of art. Let the children volunteer as to why they like a picture rather than force an answer to a question. Silent comparison of several pictures and choosing the best is a fine way to cultivate the child's judgment, and is one way to test his growing appreciation.

Special Methods. — 1. Dramatization is often helpful with little children, when studying pictures like Millet's "First Steps" or "The Sower" — it helps to make the children feel the dominant lines and the action of the picture.

2. Visualizing and drawing from memory.

3. Painting in ink or cutting in contrasting papers for study of balance of masses of dark-and-light.

4. A skillful teacher may make a simplified outline tracing of a fine illustration or design and hectograph copies for pupils to color. Limit the children as to the number of dark-and-light colors, but leave them free as to the distribution of colors. After outlines are colored show pupils the original. Their own effort to beautify the design with color will make them more keenly appreciative of its beauty and will help them to remember the picture.

The use of outline tracings should not be overdone.

5. In the upper grades children will become frankly interested in art qualities and recognize them in examples shown.

6. It will be well to review in each grade some or all of the pictures shown in the grade below. In the second grade, when the Millet pictures are shown, those of his pictures studied in the first grade will be recalled with pleasure. Sculpture and architecture are emphasized in the selections for the upper grades. In the eighth grade it will be very interesting and helpful to review all the buildings studied and to help the children to see the distinguishing features of each type of architecture. This will encourage greater

breadth of interest and appreciation and will lead toward the study of art history. An interesting comparison of costumes might form one subject for review of pictures. Many other comparisons will suggest themselves to the teacher in the way of reviewing.

7. Scrapbooks for mounting pictures may be made by pupils who wish to get their own copies of subjects studied. The spacing and mounting of these pictures is an art problem in itself, and needs careful supervision. Many children have access to other good material, as in old magazines, or they may wish to order additional pictures for their books. The collecting instinct is turned in this way into worth-while channels.

Lists of Pictures. — Many fine things are omitted from the following lists of pictures because there are no satisfactory inexpensive reproductions which are easily available. The lists are given alphabetically, and not in any prescribed order for each grade. In the case of illustrated books, the artist's name is given first.

It is intended that selections be made by the teacher from the illustrated book lists to supplement prints and to complete a series of ten lessons for each grade.

The Perry, University, and Brown prints differ so widely in the same subject that a definite choice as to the best is indicated in each case.

First Grade

Prints

Giotto — "St. Francis Preaching to the Birds"; University M 11
Mauve — "Autumn"; Perry 756
Millet — "Feeding Her Birds"; Perry 521
Millet — "The First Step"; Perry 525
Reynolds — "The Age of Innocence"; University F 44
Van Dyck — "Baby Stuart"; Perry 648

Illustrated Books

ANDERSON, ANNE — "The Old Mother Goose Nursery Rhyme Book"
BOUTET DE MONVEL, MAURICE — "Select Fables from La Fontaine"; adapted from the translation of Elizabeth Wright
CRANE, WALTER — "Cinderella's Picture Book"
LE MAIR, H. W. — "Children's Corner," by R. H. Elkin
RACKHAM, ARTHUR — "Mother Goose"

Second Grade

Prints

COROT — "Dance of the Nymphs"; Perry 485
CUYP — "Portrait of a Child"; Brown 2003
MAES — "The Spinner"; University D 342
MANET — "Boy with a Sword"; University E 155
MILLET — "Phœbus and Boreas" (large reproduction of charcoal drawing); Wm. H. Pierce & Co., Boston
MILLET — "Goose Girl" (tall panel); Wm. H. Pierce & Co., Boston
RAPHAEL — "Madonna of the Chair"; University C 188

Illustrated Books

DUNLAP, HOPE — "The Pied Piper of Hamelin," by Robert Browning
HARRISON, FLORENCE — "Elfin Song" — A Book of Verses and Picture, by Florence Harrison
NICHOLSON, WM. — "The Square Book of Animals"
PARRISH, MAXFIELD — "Poems of Childhood," by Eugene Field
SMITH, JESSIE WILCOX — "Rhymes of Real Children," by Betty Sage

Third Grade

Prints

COROT — "The Lake"; Perry 493
GUERIN — "The Capitol, Washington" (large color print); Wm. T. Shepherd, Evanston, Ill.
HUNT, WM. MORRIS — "Tired of Work" (large charcoal reproduction); Wm. H. Pierce & Co., Boston
MILLET — "The Gleaners"; Perry 511
MILLET — "The Sower"; Perry 510
RAPHAEL — "Madonna del Gran' Duca"; University C 149

ROBBIA, LUCA DELLA — "Singing Gallery"; Perry 233, also details, Perry 234, and University B 454

——— "Taj Mahal"; *Mentor*, March 1, 1915, also *National Geographic Magazine*, November, 1921

Illustrated Books

CRANE, WALTER — "Wonder Book for Girls and Boys," by Hawthorne

DULAC, EDMOND — "Hans Andersen's Fairy Tales," or "The Sleeping Beauty and other Fairy Tales"

PARRISH, MAXFIELD — "A Wonder Book and Tanglewood Tales," by Hawthorne

SMITH, JESSIE WILCOX — "A Child's Book of Stories," selected and arranged by Penryhn W. Coussens

Fourth Grade

Prints

——— "Archer from Temple of Ægina"; University A 82

BOTTICELLI — "Allegory of Spring"; Perry 265

BOTTICELLI — "Virgin, Infant Jesus and St. John"; Perry 261

COROT — "Spring"; Perry 484

——— "Gold Ornaments from Mycenæ"; University A 9 and A 10

GUERIN — "The White House, Washington," (large color print)

GUERIN — "The Parthenon, Athens" (large color print); Wm. T. Shepherd, Evanston, Ill. Also use for study of Parthenon: "Parthenon"; Perry 1616; "Detail frieze, the Parthenon"; University A 151

MAES — "Grace before Meat"; University D 343

Illustrated Books

DULAC, EDMOND — "Princess Badoura," retold by Hausman

ENRIGHT, MAGINEL — "Hans Brinker or the Silver Skates," by Mary Mapes Dodge

GUERIN, JULES — "Near East, or The Holy Land," by Robert Hichens

PARK, CARTON MOORE — "Alphabet of Animals, or Book of Birds"

PARRISH, MAXFIELD — "The Arabian Nights," edited by Kate Douglas Wiggin and Nora A. Smith

Fifth Grade

Prints

——— "Grave relief of Hegeso"; University A 359

GUERIN — "Washington Monument"; Wm. T. Shepherd, Evanston, Ill.

HOBBEMA — "Avenue of Trees"; Perry 752
——— "Lichfield Cathedral, England"; Perry 1498
——— "Niobid Chiaramonti — Vatican, Rome"; University A 221
REMBRANDT — "Presentation in the Temple"; University D 223
——— "St. Mark's and Campanile, Venice"; Perry 1802 and 1810
——— "Westminster Abbey, London"; Perry 1485

Illustrated Books

BILIBIN — "Russian Wonder Tales," by Wheeler
BULL, CHARLES LIVINGSTON — "The Kindred of The Wild," by C. G. Roberts
PENFIELD, EDWARD — "Holland Sketches"
RACKHAM, ARTHUR — "English Fairy Tales," retold by F. A. Steel, or "Rip Van Winkle", by Washington Irving
LUMHOLTZ — "Huichol Indian Design," published by Museum of Natural History, New York City

Sixth Grade

Prints

ANGELICO, FRA — "The Annunciation"; University B 120
——— "Cathedral of Pisa," Italy; Perry 1716; or "Cloisters of St. Paul Beyond the Walls," Rome; Brown 957
——— "Ducal Palace," Venice; Perry 1818
HARPIGNIES — "Moonrise"; University B 129
HOLBEIN — "Jane Seymour"; Perry 790
LANGTRY, MARY — "Moonlight Street" (large charcoal reproduction); Wm. H. Pierce & Co., Boston
——— "Temple of Edfou, Egypt"; Perry 1452; and "Portrait of Seti I"; University M 115

Illustrated Books

BOUTET DE MONVEL — "Joan of Arc"
GUERIN, JULES — "Egypt and Its Monuments," by Robert Hichens
NICHOLSON, WM. — "London Types," "Alphabet," or "Almanack of Sports"
RACKHAM, ARTHUR — "The Romance of King Arthur," abridged by Pollard

Seventh Grade

Prints

ALEXANDER, J. W. — "Portrait of Walt Whitman," photograph, Metropolitan Museum

——— "Chinese Rugs" (six plates in color); *Mentor*, March 1, 1916

GHIBERTI — "Bronze doors of Baptistery, Florence," Perry 1663; also detail, University B 422; also Baptistery, Perry 1662; and Cathedral, Perry 1664

——— "Giotto's Tower," Perry 1672; also details, Perry 1665, and University B 398

HUNT, WM. MORRIS — "Church Reflected" (large charcoal reproduction); Wm. H. Pierce & Co., Boston

———"Notre Dame Cathedral, Paris"; Perry 1546, also Perry 1545

TITIAN — "Tribute Money"; University C 269

——— "Victory of Samothrace"; Perry 1173

WHISTLER — "Portrait of the Artist's Mother"; University 16049

Illustrated Books

DULAC, EDMOND — "Arabian Nights," or "Sinbad the Sailor and other Stories"

GUERIN, JULES — "Chateaux of Touraine"

PARRISH, MAXFIELD — "Golden Treasury of Songs and Lyrics," by F. T. Palgrave

RACKHAM, ARTHUR — "The Rhinegold and the Valkyrie"

WYETH, N. C. — "Treasure Island," by Robert Louis Stevenson

—— *Art and Archæology* — Finely illustrated articles on Aboriginal American Art, as in December, 1916

—— *The National Geographic Magazine* — Illustrated articles on prehistoric Mexican, Central American, and South American Art, as in March, 1913

Eighth Grade

Prints

——— "Amiens Cathedral, France," Perry 1576; detail, Perry 1576 B

CHAVANNES, PUVIS DE — "Winter"; Perry 566

GILBERT, CASS — "Woolworth Building," New York City; send to Woolworth Building for Souvenir Book called "The Cathedral of Commerce." Good photographs in "Terra Cotta Defined" — Brochure Series Vol. VI, National Terra Cotta Society, 1 Madison Ave., New York City

GUERIN — "Old Trinity Church, New York City" (large color print); Wm. T. Shepherd, Evanston, Ill.

MICHELANGELO — Details of Ceiling of Sistine Chapel, Vatican, Rome; "The Persian Sibyl"; University C 124; "The Prophet Daniel"; University C 123

——— "Rheims Cathedral, France"; Perry 1580

SARGENT, JOHN — "Prophets," Boston Public Library; Perry 1033–1037 inclusive

TITIAN — "The Entombment"; University C 279

WHISTLER — "Carlyle"; University 16050

Illustrated Books

BRANGWYN, FRANK — "The Spirit of the Age," by W. Shaw Sparrow; or "Frank Brangwyn and His Work," by W. Shaw Sparrow

DULAC, EDMOND — "The Tempest"

HOKUSAI — "Hokusai," Holmes, C. J.

NIELSON, KAY — "East of the Sun and West of the Moon", or "In Powder and Crinoline"

RACKHAM, ARTHUR — "The Ingoldsby Legends"

Where to Obtain Pictures. — The best way to obtain material for picture study is through the County Free Library, where the schools will find the heartiest coöperation and encouragement.

The following addresses will be helpful, where schools purchase their own material:

The Art Institute of Chicago. (Photographs, etc.)

The Beaux Arts Shop, 133 West 13th St., New York City. (Out-of-print books, including Nicholson's.)

Brown's Famous Pictures, 38 Lovett St., Beverly, Mass.

Brown Robertson Co., 415 Madison, New York City. Emery Prints in Sepia.

Bureau of Ethnology, Government report. (Fine reproductions in color of Indian pottery and other forms of primitive art.)

H. C. Chandler, 519 N. Alexandria, Los Angeles, Calif. (Large reproductions of charcoal drawings, California subjects, by H. C. Chandler.)

Elson Art Publication Co., Belmont, Mass. (Photogravure reproductions — all sizes.)

Frank Cousins, Salem, Mass. (Photographs of colonial houses, doorways, etc.)

A. Gerbel, 133 W. 13th St., New York City. (Reproductions of Oriental and Swedish textiles in color.)

Metropolitan Museum of Art, New York City. (Photographs of paintings, pottery, textiles, etc.)

Museum of Fine Arts, Boston, Mass. (Photographs of paintings, including fine Oriental paintings and prints, textiles, carvings, metal work, pottery, etc.)

Museum of Natural History, New York City. (Send for list of publications, including Lumholtz' Huichol Indian design, and a pamphlet on Peruvian textiles.)

The Perry Pictures Co., Malden, Mass.

Wm. H. Pierce & Co., 630 W. Washington St., Boston, Mass. (Large reproductions of charcoal drawings by Millet, Hunt, Langtry, and Dean.)

Wm. T. Shepherd, Evanston, Ill. (Large color prints from paintings by Guerin.)

Stechert and Co., 151–155 W. 25th St., New York City. (Russian and other foreign picture books.)

The University Prints, Newton, Mass.

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Dow, Arthur Wesley — "Art Appreciation"; *Delineator*, January, April, July, 1915; February, 1916.

Dow, Arthur Wesley — *Composition* (revised edition).

Mumford, John K. — *Oriental Rugs.*

Ripley, Mary C. — *Oriental Rugs.*

Art and Archæology (magazine). (Many finely illustrated articles on Aboriginal American Art, as in December, 1916.)

Government Reports, Bureau of Ethnology. (Fine reproductions in black and white and in color of Indian pottery and other primitive forms of art.)

The Mentor (magazine), March 1, 1916, published in New York City. (Chinese rugs — six plates in color.)

National Geographic Magazine. (Illustrated articles on prehistoric Mexican, Central American, and South American Art, as in March, 1913.)

CIVIC AND SOCIAL EDUCATION

Aim

The general aim of Civic and Social Education is to teach the child to assume the responsibilities of active citizenship.

Elements to be Stressed

It is felt that in training the child to assume such responsibilities, the following elements must be stressed throughout the period of school life:

1. The formation of certain ideals of conduct. The essence of true morality is the making of moral judgemnts; judgments are truly moral only when they are the results of the individual's own thought; without ideals the making of such judgments is impossible. It is felt that the following are essential:

   a. Intellectual honesty. This involves:

      (1) The individual consideration of all data bearing upon any problem under consideration.

      (2) The elimination so far as possible of any emotional bias or any preconceived opinion with regard to the issue under consideration.

      (3) The basing of conclusions upon facts, whether such conclusions are personally agreeable or distasteful.

   b. Self-reliance. While due regard must always be given to the opinions of older and wiser people,

one's judgments must be his own; particularly must one guard against slavish dependence upon opinions or customs merely because they are traditional, fashionable, or held in common by his associates.

c. Courage. One must be willing at all times to stand for what he believes to be right, even when such action may be personally disagreeable or dangerous. Conversely, he must be willing at all times to give due regard to the opinion of others; and to acknowledge errors or mistakes where they have been made. It often takes more courage to acknowledge error than to stand stubbornly for an ill-founded conviction.

d. Self-respect and its corollary, self-control. The child must feel that he is a free, rational being, and that irrational conduct is a shameful thing for such a being. An essential element in self-respect is adequate self-knowledge. This must include:

(1) Knowledge of and respect for the physical organization. The body is not only the instrument of the mind, but a clean, strong body will go far toward making a clean, strong mind.

(2) Knowledge of the part played by emotion in life. A free being will never allow appetite, anger, jealousy, or hate to overbalance reason.

(3) Recognition of reason as the most important factor in the control of conduct.

e. Courtesy or fair play. In a community of free beings, every one must be treated as such. Not

only must no unfair advantage be taken, but the beliefs, opinions, and habits of others must be respected; particularly where some are weaker, older, or superior in achievement, should courtesy be accorded them.

f. Thrift and industry.

g. Health, as a moral virtue.

h. Loyalty to democracy, as a social ideal. Democracy is conceived as that form of government in which social control is secured through the voluntary coöperation of all citizens; in which progress is measured in terms of the welfare of all citizens; in which progress is secured through every citizen's having as full opportunity for individual development and achievement as is consistent with the welfare of the whole citizen body.

2. It must be emphasized that all training of the foregoing sort should issue in conduct if it is to be effective, and that possibly the most vital part of such training is the providing of opportunity for children actually to practice the virtues taught to them.

3. Definite knowledge of the civic and social principles upon which the American democracy is founded. The following facts are deemed vital:

   a. Nature of the state: a national federal state

   b. Form of government: a constitutional republic

   c. Basis of American government:

      (1) Location of sovereign power in the will of the people

      (2) Legislation by the people

   d. Functions of national, state, and local governments

e. Purpose of the American government to secure for all citizens:
   (1) Personal freedom
   (2) Legal equality
   (3) Prompt justice
   (4) Unlimited opportunity to seek advancement when consistent with common welfare

f. Principles of the American government (nobility of national ideals):
   (1) Fair dealing with other nations
      (a) International amity
   (2) Arbitration
   (3) Sympathy with distress and suffering
   (4) Protection from oppression and tyrannical interference with the rights of the individual
   (5) Patriotism
      (a) Obedience to laws
      (b) Support and defense of country's existence, rights, and institutions
      (c) Promotion of its welfare

4. It is suggested that in the various grades the foregoing instruction be centred about the following topics:

First Grade — The family
Second Grade — The home in contact with the activity of the community
Third Grade — B The home and the school
A The home, school, and community
Fourth Grade — B Our city
A The widening neighborhood
Fifth Grade — B The state
A Love of country

Sixth Grade — B American ideals; conservation
A Development of the home
Seventh Grade — B Citizenship in state and nation
A Problems of citizenship

In the year 1918–1919, under the auspices of the National Security League, an experiment in elementary education was undertaken at the Los Angeles State Normal School (now the Southern Branch of the University of California).

The aim was a course of study which would serve to create a positive knowledge of and basic faith in those principles of American democracy and life essential to the development of patriotic citizenship.

The experiment was carried on under the general supervision of Dr. Ernest C. Moore, the President of the School, and the more particular direction of Mr. A. A. Macurda, instructor in sociology, who was assisted by Miss Irene Benning, a specialist in the teaching of civics. The following outline is a result of the experiment:

First Grade A and B

Aim. — To teach that this is a world in which folks help each other. To make the child look upon the family as the basis of civilized society, and make him realize his responsibility as a member of the family and the need of his coöperation with the other members in order to secure the welfare of all. To develop some notions of the greater family of the United States to which we all belong.

1. How each member of the family contributes to the general welfare.
   What work is done by your father? Mother? Other members of your family?
   What do you do to help?
   Why should you help?

2. Mutual rights — food, clothing, fun, etc.
   What happens if you have more than your share?
   Discuss each topic from that point of view.

3. Special ways in which the child may help:
   a. Care of furniture, clothing, toys.
      How can you help take care of the furniture?
      Why should you?
      Discuss care of clothing and toys as above.
   b. Orderliness.
      Did you ever see anyone come to school without his hair combed?
      How did you like his looks?
      How many of you comb your own hair?
      If you don't, can you do anything to help toward it?
      How many of you dress yourselves?
      In what ways must you be careful?
      How do you care for your clothes when you take them off?
      If a man wants a boy to do an errand, and he sees two — one with his hair combed and shoes properly laced — the other with his hair uncared for and every other hole missed in the lacing of his shoes — which one will he call?
      Why?
      Why should you have a place for your toys and keep them in it?
   c. Cleanliness.
      When you get up in the morning what should you do before coming to the table? Why?
      What should you do before going to bed? Why?

How can you keep your books clean? Why should you?

How can you help keep things clean around home? Why should you?

d. Care of pets, flowers, yard, etc.

How many of you have pets?

What do you for them? Why should you do things for them?

How many of you have flowers at home? How do you care for them?

How large is your yard? How do you help care for it?

e. Care of younger children.

How many have younger brothers or sisters?

What do you do for them?

Why should you help them?

f. Honesty and truth.

When your mother, father, or teacher, tells you something, do you feel sure it is true?

Do you feel sure all you tell them is true?

Why should we be careful in telling about things we have seen or heard?

If you have broken a dish and no one saw you do it, what should you do about it?

What do you think "play fair" means?

If you find something which someone has lost what should you do with it?

Would it be honest to coax a boy to trade a good knife for a pretty marble?

g. Kindness.

Why should you be kind to elderly people?

How can you show kindness to them?

(Discuss those less fortunate, those smaller, and animals under the above two questions.)

h. Sharing pleasures.
   Why should you share your pleasures with others?
   How can you share them?

i. Good manners.
   To whom should you be polite? (To all, old and young, acquaintances and strangers.)
   How can you show politeness?
   Why should you not stare at people?
   Why should you use a person's name when you answer her — as "Yes, Miss Thomas"?
   Why should you not shout across the street?
   Why should you be quiet in church, entertainments, etc.?
   Why should we avoid crowding?
   Why should you always take your own place in line?
   Why should you not interrupt anyone when speaking? What should you do when you have something to say?
   How should you close a door? Why?
   When should you close a door?
   Why should you come to the table with clean hands and face and combed hair?
   How should you eat?
   Why not reach for things? What should you do?
   What kind of things should you talk about at the table? Why?
   If you must cough or sneeze, what should you do?

j. Quarrels.
   Why shouldn't you quarrel?
   What can you do to avoid quarreling?

k. Cheerfulness and good humor.
Which would you rather meet — a boy who always greets you with a smile or one who looks at the ground and frowns? Why?

l. To what larger family do we all belong? Who are the other members of this family?

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A and B Second Grade

Aim. — To show the child the dependence of the home on the community and the service which the home owes to the community, that real freedom comes through division of labor, and society is built upon mutual help. The larger community called the nation. Repeat the discussions of Grade One and discuss such subjects as:

1. The milkman.
   - How many have cows at your homes?
   - Why does not each family keep its own cow?
   - Where do you get your milk?
   - Where does the milkman get the milk?
   - How early does he have to get up?
   - What trouble does he have in hot weather?
   - How would you like to be the milkman in cold or rainy weather?
   - Do you suppose he has to keep the milk clean? How? Why?
   - Does he ever miss you or leave the wrong amount?
   - If he did that often, what would happen to him?
   - What can you do to help him? (Put out bottles, tickets, etc.)

2. The man who collects garbage.
   - What is garbage?
   - Do you have a garbage can?
   - What do you put in it? (Discuss effect of carelessly throwing away food which might be used; effect on individual, community, state, and nation.)
   - Why should you keep a cover on your garbage can? (Discuss relation of decayed garbage to health — flies.)
   - Who pays for the collection of the garbage? Why?

What kind of wagons are used in collecting it? Why?
What is done with the garbage? (Discuss value of different ways of disposing of it.)

3. Rubbish collector.
   What are dangers of allowing rubbish to collect? (Fire — health.)
   What is done with the rubbish after it is collected?
   Have you ever seen a dump heap?
   How would you like to live near one? (Discuss effect on value of property.)
4. The grocer.
   What do you buy at the grocery store?
   Do you have to carry the things home or does the grocer deliver them?
   Why do some deliver?
   How can you help him?
   Do you suppose he likes to have you handle things? Why not?
5. Vegetable peddler.
   Do you raise vegetables?
   Why does not everybody raise his own?
   Where do you get those you do not raise? (Discuss the way the Japanese and Chinese live, their knowledge of truck farming, etc.)
   How should we treat them?
6. The postman.
   Did you ever receive a letter?
   Who brought it?
   Did you ever watch a postman?
   What was he doing?
   Does all of his work look easy?
   Do you think he must be an honest man? Why?
   How should you treat him? Why?

How may we help the postman? (Address letters correctly and distinctly, stamp correctly, have a letter box in a convenient place, do not stop him on the street to ask for mail.)

Do you know anyone who works in a post office?

Can you ask him about the duties of a postman and what you can do to help?

7. The man who reads the meter.

Where does the light come from?

Where does the gas come from?

What do you use gas for?

In what ways do you have to be careful? Why?

Where does the water come from?

Why not waste it?

What would happen if the water which you used was impure?

What is done to make and keep it pure?

8. The service rendered to the home.

What do the different stores do for you? (Treat each store separately.)

What is the use of having markets?

What do the street sprinkling and street sweeping machines do for you?

How are you helped by the policemen and firemen?

9. Services which the home owes the community.

What should you do toward making your city a pleasant place to live in? (Care of yard, sidewalks, garbage, leaking faucets, matches, be courteous to those who represent the community — as milkman, grocer, etc.)

Why should you walk on the right side of the walk?

Do people turn to the right in all countries?

Why should you not stop to talk in the middle of the sidewalk?

Why not walk in groups of three or four abreast?

What other things should you avoid on the street?

How should boys greet ladies and gentlemen, especially those who are older?

Whom should we assist on the streets? How? Why?

How can you show good manners on street cars? In stores?

10. What does the United States do for each of us? What does it ask us to do for it? The ways in which we can do what it expects of us.

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B Third Grade

Aim. — To make the child feel his responsibility as a member of the school, which fits him for larger life, and the larger life for which it fits him. Repeat briefly the discussions of Grades I and II and consider habits that apply to both home and school.

1. Obedience.

Does it make any difference to others if you do not follow orders given in fire drills? How?

If you come late to school, what difference does it make?

If you are slow about doing as your mother or teacher ask, what difference does it make to you? To others?

Why have people a right to say you must stay at home when you have measles, scarlet fever, etc.?

What right have people to say you must keep your garbage can covered?

Whom should you obey? (Parents, teachers, principal, bell signals, janitor, etc.)

2. Thoughtfulness.

What can you do to make things pleasanter for your mother? Brother? Sister? Teacher? Principal? Janitor? Playmates? (Work, action, speech.)

When should you complain about things?

To whom should you complain?

What must you be careful about when you are reporting at home things which happened at school?

3. Service.

What do you do to help at home?

How can you help in the schoolroom? In the recitation? In the yard?

4. Industry and coöperation.

If there were a heavy box in the yard which John could almost move and Tom could move a little, how would they get it across the yard?

In the arithmetic lesson, there is a problem, part of which Mary can work, part Alice can work, but part neither can do. How can they work it out in class?

Think of other ways in which we work together in school.

How do we work together at home?

What becomes of the drone bee?

5. Cleanliness.
   - Pick up a white piece of paper and squeeze it hard in your hand. Can you see any marks on it? Could you if you had just washed your hands?
   - What is the use of having clean hands? Clean faces? Clean bodies?
   - How often should you bathe? Does it make any difference how warm the weather is? Any difference what you are doing?
   - Why will a man hire a boy whose clothes are clean even though old, before he will a boy whose clothes are dirty even though almost new?
   - Why should you keep your books, papers, and desks clean?

6. Honesty and keeping of one's word.
   - What is the value of having the name of being honest?
   - What is the value of having the name of keeping one's promise?
   - Will a truly honest boy tell an untruth?
   - What will a truly honest boy do with things he finds?
   - How do you show your honesty in the way you treat other people's property? In your work? In your play?

7. Politeness and keeping of peace.
   - How can you show politeness?
   - What is the value of being polite?
   - What can you do to help keep peace? (Avoid quarrelsome children, be a good loser, not sulk if others wish their choice of games, not repeat unkind things, not call names, etc.)

8. Perseverance.
   - What becomes of a boy who when he finds work is hard says, "I can't," and gives up?

If you help a blind man or some other unfortunate person, and he is cross to you, are you going to try to help another? Why?

9. Hospitality.

If a new pupil comes to school, what should you do for him? Why?

When someone visits the school, what should you do? Why?

10. Fair play and unselfishness.

What is "fair play"?

How can you show it in your classroom? In the halls? In the yard? At home? (Between children and teachers, principal, other children, and janitor.)

Rules of the game? The umpire? Law is "fair play."

11. Beauty.

What can you do to make and keep your school more beautiful? Yard? Home?

What is the use in each case?

12. Care of property.

In what ways can you help care for the furniture and tools at home? Why should you?

When desks, books, etc., at school are destroyed in any way, who has to pay for them? What difference does that make to you?

Do the taxes your father pays pay for all you use? Who pays the rest?

Have you a right to destroy things which someone else helps pay for?

What difference might it make to your city if people carelessly destroyed things?

13. Obedience in the greater family. How its members work together. What service must each render? What kind of folks the United States wants each of us to be.

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A Third Grade

Aim. — To show the relation between the home, the school, and the community, our home town and the rest of the United States. Review the discussions of the earlier grades and talk about:

1. Beauty.

   How can the home and the school each help to make its streets look more attractive? (Lawns, trees, flowers, neatness.) What do you do? What does the city do to help? Why should this be done?

2. Care of public property.

Why do we have mail boxes?
Why should you protect them?
How can you?
Why do we find fire boxes on the streets?
To whom do they belong; the firemen you, or us? Why?
Why and how must we protect them?
Name some of our public buildings.
Why do we call them public buildings?
Name some others which are more public than your own home.
Why are people more apt to mark or otherwise deface these buildings than they are their own homes?
Have they a greater or less right?
Can you do anything to help prevent it?
Why were public libraries established?
Where do the books come from?
Whose are they?
How do some people abuse them?
What can you do about it?
What did people on the street do for a drink when thirsty before we had drinking fountains?
In what ways was this bad?
Why are drinking fountains safer?
Describe the various types of fountains and how to use each.

3. Protection of private property.

Why do we see low rails at the corners of some lawns?
What other arrangements do people sometimes use to protect the corners of their lawns?
Is it of any advantage to you to have your neighbor's lawn cared for?

When a house is vacant, what sometimes happens to the lawn, flowers, trees, windows, etc.?

Which is worse — to break a man's window or steal it? To destroy the value of a man's fence or take a part of the fence?

4. Cleanliness of streets and alleys.

What is the use of keeping the streets and alleys clean? (Standpoint of individual's and city's property.)

What does the city do to help?

What can you do? Do you?

5. Conduct on the way to and from school.

What difference does it make to you if other members of your school are disorderly on the way to, or from school?

What do you mean by disorderly?

6. How can you help smaller children at home? At school? On the way to school?

7. Treatment of strangers.

Why should you avoid staring and making unkind remarks when strangers are about?

How can we help strangers who visit the school? Why should we?

How can you sometimes help strangers on the street? Why should you?

8. Schools and coöperation.

Why do we have schools?

Why do we want the best schools?

How can you help make your school one of the best?

If you should leave your school today, would you be missed? Why?

How can your father and mother help the school?

How can the school help your home?

How can this school help Los Angeles?
How does Los Angeles help this school?

9. What does the United States do to help us? How can our school help the United States? How can we help folks who are strangers in the United States? How can we help our country?

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B Fourth Grade

Aim. — To develop a feeling of ownership, and of personal interest and pride, in one's city, without being blind to its failings.

1. Choose the most significant subjects from the earlier grades for a brief review and tell about the story of the early settlement of Los Angeles (History).

2. Story of development of:
   a. Public schools
   b. Library
   c. Water supply
   d. Streets
   e. Parks
   f. Fire, police, and health departments

3. How these institutions serve the community and what we can do to aid them in this work.
   a. Schools.
      Who pays for them? How?
      How are they useful? Necessary?
      Why must they be attended regularly?
      In what ways can you care for school property?
      Who really pays for damage done to such property?
      What does it mean to a community when its school buildings are well cared for and its grounds beautiful?
      What evidences do you find that there are some careless citizens about your school?
   b. Library.
      Who pays for it? How?
      How do you get books?
      Who helps you? How?
      What do you owe in return?
      Who is injured if the books are damaged?
      How does the library help us in our school work?
   c. Water supply.
      Where does Los Angeles obtain its water supply?
      Why is a waterworks system necessary?
      How is the water brought into your home?
      Why should you not waste it?
      How can you prevent waste?
   d. Streets.
      Why do we need streets?
      What provision is made for foot passengers? Automobiles and carriages? Parades? Railways?

By whom are streets built? What things must be considered?

Who pays for repairing roads, sidewalks, and boulevards? How?

How are our streets kept clean? Why?

How can you aid in keeping streets and alleys clean?

e. Parks.

Why do we have parks?

What men care for them?

Who pays for them? How?

What are the names and location of our city parks? The advantages of each?

How should you care for the grass, flowers, trees, etc., in them?

What are some of the troubles of the caretakers?

f. Fire department.

What does the fire department do for us?

Where are the fire stations?

Have you ever visited one? (Class should visit one.)

Who pays for these things? How?

What are the duties of the firemen?

What are some of the dangers?

How are fire alarms given? What are the dangers of false alarms?

What are some of the different types of fire escapes? Value of each? Why keep them free from rubbish? How can you tell in large auditoriums where the doors are which lead to the fire escapes?

What should you do in case of a fire in an auditorium? In school? At home?

What can you do to prevent fires?

g. Police department.
   Why do we have a police department?
   What are the duties of a policeman?
   What dangers does he meet?
   What kind of man must he be? Why?
   How may you aid him?
   Should you fear him? Who does?
   Who pays for the support of the department? How?

h. Health department.
   What is quarantine? Why is it necessary?
   What department attends to this?
   What other things does it attend to?
   How can you help in each of its duties? Why should you?
   Who pays for the support of this department? How?

i. The city hall.
   Who owns it?
   Why do we have it?
   What does it contain?
   What is voting?
   What are elections?
   Name some of the officers you know, and tell which they represent, city, county, state, or United States.
   Were they elected? If not, how were they chosen?

j. How can we help our city?

4. What does it mean to say, "I am an American"? Was America always here? Who made it? Who keeps it alive? How?

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A Fourth Grade

Aim. — To show the necessity for mutual friendliness, service, and coöperation among citizens and among communities. Why we have a nation. Select the more significant discussions of the earlier grades for a brief review and talk about our:

1. Dependence upon one another in the home.
   - What does your mother do for you? Your father? Other members of your family?
   - What do you do for your mother? Father? Other members of your family?
   - When you are playing ball and like to pitch, should you insist on pitching or let the boy do it who can pitch better than you can? Why?
   - In an entertainment, who should have the leading part? Why? (Sacrifice own desires for good of all.)
   - If your home really needs some new things, like chairs or dishes, which could not be purchased if you had

a new bicycle, which you didn't have to have, should you beg for the bicycle? Why?

Give other illustrations where you can give up something in order to give pleasure to more people.

2. Dependence of home on community.
   a. Food and clothes.
      What do you get at the stores?
      If there were no stores, where would you get vegetables? Meat? Clothes? (Discuss life in early colonial time.)
      Why do stores have delivery clerks?
   b. Water.
      Where does the water which you use at home come from? (Discuss work of waterworks.)
      How do people on some ranches get their water? Which is the most convenient?
      Can they find water in all communities? What do they do if they can't?
      If surrounding communities would not help out, what would happen?
   c. Transportation.
      Of what use are street cars?
      Upon whom do we depend for the kind of service we get?
      Of what use to you are railroads? To Los Angeles? To the United States?
      Why do some places have "jitneys"?
   d. Heat and light.
      Where is there a gas plant? For what do you depend upon the gas plant? If you didn't use gas in your home, would the gas plant be of any use to you? How?
      (Discuss power plant in the same way.)

What are meters?

What do we pay for gas and light? Who sets the price? Why?

e. Protection.

What departments do we have in Los Angeles to protect our life, health, and property?

Tell how each does its work.

f. Education.

Who owns the schools?

What difference does it make to you whether or no your city has good schools? What difference to the property owner who has no children?

What is the use of having public libraries? What is your part in caring for them? If you lose a book, whose property have you lost?

Who builds the churches? Whose property are they? What difference does it make to a man whether or no there are churches in his city? If this man does not care to go to church, does it make any difference whether or no there are churches?

g. Amusements.

Who owns the parks of Los Angeles?

What part should each citizen play in caring for them?

Why do we have playgrounds? Where are the public playgrounds?

Where are the Y. M. C. A. and the Y. W. C. A.? Who may belong? What good are these organizations to people? Cities? The world?

Do you like to go to moving pictures? Why do you? How do you decide which one you

want to go to? Why should you go to some and avoid others?

h. Discuss the manner of living of a pioneer family as compared with the average family today. (Show how as the community grew the dependence of people on one another grew.)

3. What must citizens, young and old, do for the community in return for these services?
   a. Obey laws. For whom are they made?
   b. Keep houses, yards, and sidewalks neat.
   c. Be careful regarding fire, garbage, flies, etc.
   d. Refrain from throwing fruit peelings, paper, or other rubbish in streets and sewers; from chalking fences, sidewalks, or buildings, from meddling with fire hydrants or fire alarm boxes.

4. Dependence of Los Angeles upon other communities.
   a. To a limited extent tell where your clothes came from.
   b. Do the same with the food you ate for breakfast. Where did the furniture and dishes come from?
   c. How were these things brought to Los Angeles?
      (1) Southern Pacific and other railroads. With what parts of the world do these put us in touch? (Trace routes.)
      (2) Boulevards and automobiles.
      (3) Ships. What effect has the Panama Canal had?
   d. What does Los Angeles do for other communities?
   e. How do we obtain information about other communities?
      (1) Post Office. How does a letter from San Francisco reach you at your home? What

do the clerks and mail carriers do? How should you treat them? How help in other ways?

(2) Newspapers. How do they get the news of the world? What do they do for us? How can citizens help to obtain the best type of newspaper? What is a good type of paper?

(3) Telephone and telegraph service. Why did the government take charge of these during the war?

5. Sympathy among communities.
   Tell about the aid sent by cities and towns to San Francisco at the time of the great fire. To Belgium. To Johnstown.

6. What inventions have made possible this close association among communities?

7. Necessity for harmony and coöperation.
   What effect does it have upon a home if the members of the family quarrel?
   What effect does it have if the family does not cooperate with the community? (Untidy premises, danger to health, danger from fire, etc.)
   What is the effect if workers and their employers do not coöperate? (Loss of money and time. Strikes.)
   How is Los Angeles affected when nations are at war? (Prices of goods. Some goods not obtainable.)
   Discuss "True interdependence is impossible without peace and coöperation between (a) individuals, (b) nations."
   What is our national motto? Find it on a coin. What does it mean? Show how we are "Many in one" in the (a) family, (b) school, (c) nation, (d) world.

8. Folks that want the same things, and hope, pray, and work for the same things, sometimes unite together to get them. That unity is called a nation. How is a nation formed? How is it kept alive? How should its people feel toward other nations?

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B Fifth Grade

Aim. — To develop the child's responsibility for preventing waste in home, school, and city by saving and wise spending. What saving enabled us to do (*i.e.*, win the war). Why we must be a saving people if we are to do our work in the world.

Review the chief lessons which have gone before and discuss such subjects as the following:

1. Home.

   What does the verb "to waste" mean?

   In buying food what are some of the things you should consider?

   A poor woman had but ten cents to spend for food for her two children. She bought lettuce with it. Was she wise? What would you have spent it for?

   What are some of the things you must consider in buying clothing? Do you ever help pick out your clothes?

   If you had your choice of two chairs, one very pretty and the other just ordinary, but the same price, which would you buy? How would you decide?

If the minimum price on your lights was one dollar, would it be all right for you to waste electricity if you kept below the minimum? Why not?

How can you help save fuel? Why should you?

Is it always wise to go to moving pictures and other entertainments? When is it not?

Is it ever wise to spend money for those things? Why and when is it?

When should you spend money for carfare? When not? (Healthfulness of walking.)

Should you ever spend money for candy? Under what conditions is it not wise to do so?

Is ice cream a food? When should you buy it? When not?

How do you select Christmas presents for your friends? For which people should you do the most? (Unfortunate people.) Why?

Why should you keep things at home repaired? (Consider the following: Renewing hinges, screens, paint; mending of furniture as soon as broken; mending, repairing, and cleaning of clothes, shoes, etc.)

Show how sometimes it is a saving and sometimes a waste to buy things in large quantities.

What is buying on the installment plan? Under what conditions is this a wise thing? Should you ever buy luxuries in this way?

When is a piano a luxury? An automobile? A graphophone, etc.? When not?

Why can you say you are being economical when you are caring for your health?

What did the government say about this when it began to examine the young men of our country?

What are things to be considered in caring for health? Tell how each is necessary. (Fresh air, exercise, care in handling foods, cleanliness, eating, guarding one's sneezing and coughing, etc.)

How can you help at home in saving food, clothes, lights, gas, soap, towels, furniture, wall paper, window glass, tools, hose, health of other members of the family?

2. School.

How can you save paper at school? If you do not furnish the paper yourself, what difference does it make to you if you waste it?

How do boys and girls sometimes abuse books? Why should they not? How much does a good book cost?

How can you help care for the desks and walls of your school? Why should you? Discuss playground apparatus, water, flowers, and trees in the same way.

If you keep a class of forty pupils waiting two minutes while you put your books away, how much time have you wasted? (Eighty-four minutes equals teacher's, yours, and other pupils' time.) Name some of the ways in which time is wasted in school.

3. City.

Discuss the waste resulting from marking of public buildings; injury to small trees and flowers in parks or streets; cutting or marking of public benches; walking over public lawns where prohibited.

4. What does it mean to waste an hour? To waste an opportunity? What kinds of saving does our country want us to make? What is thrift?

A Fifth Grade

Aims. — (a) To teach that true patriotism must be expressed through daily service, as well as through special service demanded by unusual conditions.

(b) To bring children to understand and respect the love people of other countries feel for their own lands.

Review the earlier discussion of how we need and help each other and talk about:

1. Patriotism.
   What does "patriotism" mean?
   Is patriotism connected only with war?
   In what other ways is patriotism shown?
2. What are some of our country's enemies which patriots are fighting?
   a. Fire.
      How is fire an enemy?
      What are patriots doing to overcome it?
      How can you help?
   b. Ignorance, dirt, disease, poverty, drink, and cigarettes. (Each type to be discussed as indicated under "fire.")
   c. Lawlessness, crime, idleness, beating one's way, loose talking, and making threats to interfere with and destroy the national welfare.
3. American patriots.
   What service has each of the following rendered to his country and why does he deserve to be called a patriot?
   a. Roger Williams.
   b. William Penn.
   c. James Oglethorpe.
   d. George Washington.

e. Benjamin Franklin.
f. Patrick Henry.
g. Samuel Adams.
h. Nathan Hale.
i. Dolly Madison.
j. Theodore Roosevelt.
k. General Pershing.

4. Patriots of other lands. (Discuss as indicated under American patriots.)

a. Joan of Arc.
b. William Tell and Arnold Von Winkelried.
c. Robert Bruce.
d. Livingston.
e. Stanley.
f. Gordon.
g. Marshal Foch.

5. Love for our country.

Why do we love our country? What does it mean to be a citizen?

Can people learn to love an adopted country? Tell about:

a. Jacob Riis and his work for the poor in New York.
b. Carl Schurz and his efforts to establish better ways of choosing men to serve the country.
c. Mary Antin, the little Polish girl who learned to love and serve the United States.
d. Read "Little Athens' Message."
e. Read "The Man Without a Country." Was the fulfillment of Nolan's own wish too severe a punishment for having cursed his country? Why or why not?

6. Our Flag.
   a. Tell the story of the flag.
   b. Where does it float?
      (In U. S. — Over school houses, all government buildings, postoffices, custom houses, forts, navy yards, etc.
      Abroad — Over American ships, residences of American ambassadors and consuls, and hotels where Americans are staying.)
   c. What does the flag mean? (The union of all our people; a sign that no one in America is alone or friendless; that we are pledged to befriend one another; that there is a government to protect us; and that we value and mean to keep alive the things which this nation stands for.)
   d. What does the flag mean to those who travel abroad? (That our government will watch over their safety; that sick and lonely sailors can call on the American consul for aid to return home; that Americans can get friendly advice wherever it flies.)
   e. What does the flag demand of each of us? (That we stand by the government and be true citizens; that we do our work so well as to make the whole country richer and happier; that we live so as to make it a nobler and happier land for those who come after us.)
   f. Should you call our flag a flag of peace or of war? Why?
   g. Read "The Flag Goes By" (Bennett) and "Your Flag and My Flag."
   h. Learn the Flag Salute. What does it mean to pledge allegiance to "My Flag"?

7. How can we serve our country? (Be honorable and loyal.)
   a. How can the following serve? The President, Congress, city officers, engineer on a train, captain of a steamer, doctor and nurse in illness, ordinary voter, housekeeper, school boy and girl.
   b. Read Kipling's "If." Learn the last stanza.
   c. Since the people make the laws for the nation, is it not disloyalty not to obey them?
   d. Show how the whole country depends upon all of its citizens.
      Name some of the people you depend upon.
      How can you help them in return?
      Show how each part of the country needs the help of the rest.
   e. Teacher read to class "A Message to Garcia."
      Why does "The world cry out for the man who can carry a message to Garcia"? Can you do that?
   f. Read "The Army of Peace."

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B Sixth Grade

Aims. — (a) To show the responsibility of each citizen for the preservation of our highest national ideals, which must be secure in the nation before they can be safe in the world.

(b) To show the value of conservation of the nation's resources, chief among which is intellectual power which is of little value until trained.

The child must see that men like Washington and Lincoln have given us far more than the material results of the work which they accomplished. It is the mind and the spirit which count the most in the world.

(a)

1. Ideals.
   a. What is an ideal? Tell the story of Damon and Pythias. (What ideals are illustrated here?) Tell the story of Florence Nightingale. (What ideal did she have?) Tell other stories illustrating idealism.
   b. What is the importance of having ideals and of striving to live up to them?
   c. How do one's ideals change?
      Tell the story of "Little Scotch Granite." How did the ideals of some of those boys change?
      How can we alter the ideals of those about us?
      Show how all of us are responsible for the ideals of our country.

2. Ideals for which our greatest citizens have stood.
   a. Courage in the face of difficulties.
      Show what difficulties the following encountered and how they overcame them: Pilgrims at Plymouth, John Smith (the starving time), George Rogers Clark, Fitch and Fulton, Lin-

coln, Builders of the Panama Canal, Grace Darling, Laura Bridgman, Helen Keller, John Eshelman (his efforts to get an education; successful career at the University of California; constant struggle with ill health; his splendid fight for good government in California).

What was the Spirit of '76?

What were the ideals of 1917?

What kinds of obstacles call for courage and perseverance? (Obstacles of the physical world, as distance, climate, etc.; mental difficulties; moral difficulties.)

What is the effect on the person himself of overcoming difficulties? On others?

Name some of the opportunities we may have for exercising physical, mental and moral courage.

b. Honesty and loyalty to truth.

Can you see any difference between honesty and truthfulness?

Name some of our great leaders who have had a reputation for honesty and truthfulness.

Danger of departing from our ideals of honesty and truthfulness.

What temptations come to the public official? The business man? The employer? School boy or girl? (In latter case show that a problem done by another belongs only to the one who worked it, whether the worker be a teacher or fellow pupil.)

c. Sympathy and courtesy.

What is sympathy?

What is courtesy? Is it an American ideal?

Tell of cases where Americans have shown their sympathy for the suffering. (Floods, earthquakes, wars, etc.)

Is courtesy shown in our homes, on trains, in street cars, in crowds?

d. Self-control.

What is self-control?

Give examples of self-control under pain. Under provocation. Under nervousness.

What is the use of using self-control in eating? Drinking? Spending money? Smoking?

When is the easiest time to gain self-control?

Show the service rendered by this habit to the one who has the habit. To those about the one having the habit.

e. Reverence.

What is reverence?

To whom should we show reverence?

How can we show it?

How were three kinds of reverence shown in "Barbara Frietchie"?

Can we show real service to our country by showing reverence where it is due?

f. Thrift and industry.

Why is it important to cultivate the habit of saving now?

What is the difference between thrift and avarice? Illustrate wrong saving.

What are some of the things which tempt us to spend our money unwisely?

If you should save twenty-five cents (one thrift stamp) a week from now until you are twenty-one years old, how much money would you have saved?

What things other than money should we save if we wish to be thrifty? (Discuss saving things which represent money, time, health, etc.)

Do you know anybody who likes to work?

Does it make any difference whether or not a man likes his work? (Discuss from his own standpoint and the standpoint of those about him.)

Is it going to make any difference to you whether or not you find the kind of work you like? What are you doing about it?

Tell about the following people who found their joy in work: Luther Burbank, Thomas Edison, Jane Addams.

(b)

Conservation — What is it?

1. Conservation of forests.
   Where are our national forests? What are they?
   Why do we need to conserve our forests?
   How are they made?
   Tell about the life and duties of a forester.
   How are forest fires started?
   How are they fought?
   What damage may be done the surrounding country if too many trees are cut or burned from hillsides?

2. Conservation of soil.
   Why should we conserve the soil?
   How is our country reclaiming much of its soil?

3. Water conservation.
   Why should we conserve water? (Transportation, irrigation, water power, domestic use.)

Why is this especially necessary in Southern California?

4. Name as many other things as you can which we should conserve.

A Sixth Grade

Aim. — To show that the community is but an outgrowth of the home life, whose good condition is necessary to human freedom.

1. Importance of home to community.
   a. What does it mean to the community if people work and strive to have good homes and take a fine pride in them?
   b. What is the effect if they do not?
   c. How can children help make their homes the kind of places they should be?
2. Advantages of owning one's home.
   a. What are the advantages to the owner? (Discuss economy; feeling of pride in contributing to welfare of community; chance to express one's own tastes and ideas in fixing up the home; study life in tenements, in Ireland ten years ago.)
   b. What are the advantages to the community? (Discuss increased neatness and beauty, tendency of people to remain in community, transient character of renters, greater enthusiasm on the part of citizens in promoting the well being of the community as a whole.)
3. Progress made by man living in permanent settlements.
   a. Discuss nomadic life as follows: Movable tents; herds of cattle, sheep, horses, and camels; season's scarcity of food and water; frequent mov-

ing about — labor, tiresome journeys, few necessaries.

b. Examples of nomads:

Tell the story of early Hebrews, Abraham and Lot.

Compare the lives of the following: Arabs, Persians, Turks, Tartars of Central Asia and tribes in Siberia; the Indians in early America.

c. What do permanent settlements give us? Discuss the development of each of the following, showing how the growth of the community caused the demand for progress along these lines:

The strong, well-built, hygienic houses of wood, brick or stone; good roads, smooth, well-paved streets; police and fire protection; health department; good schools; places of recreation — parks, auditoriums, theaters, museums, libraries, art galleries; churches; convenient means of travel; great industries.

d. What can we do to help the permanent settlement? Discuss the following:

Prevention of fires; sending in of fire alarms; neatness about home and streets; obedience to laws (laws are the road rules of life and are made for protection of all); obedience to rules of proper conduct on streets. Avoidance of staring, loud talking and laughing, and collecting in groups on the sidewalk. Giving aid to those less fortunate. Keeping to the right. Protecting those about you from your sneeze or cough, and idle talk or gossip.

4. Contrast the care of European cities with the care shown in our cities.

B Seventh Grade

Aim. — To make the child realize the necessity for his contributing all he can toward the health, wealth, knowledge, beauty, and protection of the community. It is his section of the world which he has been assigned to guard. What is meant by the statement, "Ye are all members one of another"?

1. Health.
   a. What is the importance to the individual? To society as a whole?
   b. Show the dependence of the individual upon society for the following necessities for health:
      The breathing of pure air; the drinking of pure water; the eating of wholesome food; the securing of proper and sufficient exercise; the keeping of one's body and surroundings clean; the avoidance of contagious diseases: abstaining from harmful and unnecessary drugs; the observance of regular and sufficient hours of rest.
   c. How may the carelessness of one individual in regard to contagious diseases, handling of foods, milk, water, etc., endanger the health of a whole community?
   d. Discuss the necessity for coöperation between city, state, and nation.
   e. What right has society to restrict your liberty for the sake of health?
   f. What are the means by which the community provides for health? (Discuss health ordinances, health officer, inspectors, city bacteriologist, and other agencies by which the city seeks to obtain cleanliness, pure air, water, food, etc.)

g. What can you do to aid in the protection of the health of the community? Discuss "health means wealth."

2. Wealth.
   a. What is the meaning of wealth? (Anything which contributes to the real welfare.) Name some of the ways in which people produce wealth. How can you conserve wealth even if you cannot do much to produce it?
   b. Show the dependence of the citizen upon others for the wealth he uses. (Make a list of workers engaged in making a coat from the sheep to the finished article.)
   c. Why should you do something to produce wealth even though you have enough yourself? What can you do now in preparation?
   d. What does the government do to care for the wealth of the community?

3. Knowledge.
   a. Value of an education.
      What is the value of an education to a citizen? (Discuss the value of discovering and preparing for the work he wants to do; development of good habits; ability to enjoy work.) What does it mean to a community if its citizens are ignorant and narrow?
   b. Show the necessity for punctuality and regularity.
   c. What difference does it make to you whether or not your classmates get along well with their work?
   d. What are you doing now to add to the progress of your community? (Discuss value of making use of opportunities and of coöperation.)

4. Beauty.
   a. What are things which contribute to the beauty of a home and its surroundings? Describe a beautiful home.
   b. What are the natural beauties of Los Angeles?
   c. What is the importance of beauty to the community?
      To the individual?
   d. How does the community provide for beauty?
   e. How can children and grown people help in preserving and adding to the beauty of the community?

5. Protection.
   a. Discuss accidents which have occurred recently in Los Angeles.
      How might any of these accidents have been prevented?
   b. What does the community do for the protection of life and property?
      What is being done to prevent personal injury and loss of life in factories?

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A Seventh Grade.

Aim. — To acquaint the child with his city and its problems, for in knowing these he understands his part of his country, and has a basis for the study of other parts of it and other countries.

1. Los Angeles.
   Relate the history of Los Angeles, showing its beginnings and growth.

2. City planning.
   What is the advantage of city planning?
   What are the disadvantages?
   Name and discuss some of the cities not planned.
   Name and discuss some of the cities planned.
   What planning can Los Angeles still do? (Boulevards, parks and tree-planting, grade crossings, bill boards, play grounds.)

3. Water.
   By whom are the waterworks owned?
   Has Los Angeles plenty of water or must she seek new sources soon?
   What is water used for?
   Where is water for Los Angeles obtained?
   Tell all you can about the Los Angeles Aqueduct.

4. Drainage and sewerage.
   Describe the sewerage system of Los Angeles.
   Is anything done to purify the sewage?
   Into what does it drain?
   What is a sewer trap?

5. Garbage and rubbish.
   What is done with garbage and rubbish collected in Los Angeles?

How often is it collected?
How is it collected?
How can the citizens help in the sanitary disposal of garbage?

6. Street cleaning.
   Why is public care of streets necessary?
   What might happen if it were left to individuals?
   How are the streets cleaned?
   Is water used? How?
   What can you do to help keep the streets, alleys, and sidewalks clean?

7. Housing.
   Are there any slums in Los Angeles?
   What housing problems are there left?
   Are there many unfit houses occupied?
   In what sections do you find them? Why?

8. Problem of the poor.
   Have we any poor in Los Angeles?
   Distinguish between the incapable, the shiftless, and wayward.
   How does our community care for the poor?
   What are the dangers of unorganized charity?
   Note the number and names of private relief agencies in Los Angeles — as churches, lodges, etc.
   What is done for destitute children and those whose mothers have to work?
   Discuss the work done during and after the influenza epidemic.

9. Municipal markets.
   What are they?
   Discuss the advantages and disadvantages.
   Are there any in Los Angeles? Where?
   Are they kept clean and sanitary?

10. Smoke and noise abatement.
    What kind of fuel is most used in Los Angeles?
    Is this a smoky city?
    What unnecessary noises are allowed?
    Are there any ordinances against noise?

11. How the community provides means of communication.
    a. Streets.
        How is the cost of constructing, repairing, and cleaning of streets met?
        If you should want your street paved or a sidewalk put in, how would you proceed to obtain it?
    b. City passenger transportation.
        Do any of the car lines belong to the city?
        Do you know of any city where the fares are greater? Less?
        Are enough cars furnished to carry the traffic comfortably? Where and when are things particularly uncomfortable?
    c. Freight.
        How many railroads enter Los Angeles?
        Is the freight traffic a nuisance?
    d. Telephones.
        Who owns the telephone systems in Los Angeles? What are the rates?
    e. Franchises.
        Why issued?
        By whom issued?

12. Public recreation.
    Why is it more necessary to provide means in the city than in the country?
    What means are provided in Los Angeles?
    What is done by the Y. M. C. A. and Y. W. C. A.?

13. Schools.

Why do we have them?

What kinds of schools do we have?

Show how public schools have been the greatest agency in bringing about woman suffrage. Why do many people complain about school taxes?

Will people be apt to do it as much in the future as in the past? Why?

To what extent is this building open to the public as a social center? Might it be used more? How and when?

14. What other services does your city render you? Through what agencies? What do you do in return?

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B Eighth Grade

Aim.— To lead the child to see his own vital and personal interest in state and nation and to feel that he is, in a very real sense, responsible for their welfare.

1. The people of the community.

Elements of our population.

What proportion of the class was born in Los Angeles?

What proportion is foreign born? What nationalities are represented?

What proportion is native born, but of foreign parentage?

What other countries besides England and Holland settled on the Atlantic seaboard in colonial times?

What characteristics, social customs, and habits were introduced?

What need has the United States had of immigrants?

What differences between people who came to northern and those who came to southern colonies?

2. Early types of local government developed in the colonies.
   a. Why does a community need local government?
   b. What are the services which a rural community requires of the government? How do they differ from the services that the people of a city demand of the government? Why?
   c. Do we have anything today like the New England town meeting? In New England? In California? How do our mass meetings, held to consider community affairs, differ from the town meetings?
   d. What were the advantages of the New England town meetings?
   e. Is the government of Los Angeles county of the township, the county, or the compromise type?

3. County government.
   a. Los Angeles county.

      What kinds of land does it comprise? Agricultural, mountain, desert, etc.?

      How large is it? Compare with San Francisco county.

      What are its chief products and occupations?

b. The government of Los Angeles county.

What and where are the chief county buildings? Use of each.

Find out all you can about the board of supervisors and their work. Who is the supervisor from our district? (If possible, some member of the class should interview him in regard to the work of the county government, and find what features of our county government we are most proud of.)

c. Work which the county does for us, even though we live in the city.

Schools, roads, poor, records, courts, care of criminals and juvenile offenders, care of natural resources — fish, game, etc.; care of agricultural and horticultural products.

d. Why do we pay county as well as city taxes?

4. State government.

a. Origin.

Different types of colonial government.

Features of these governments similar to those of our states today.

What did the colonial governments do for their people?

b. Why do we need a state government today?

What does our state government do for us that the local community could not do as well for itself?

Protection: Laws in regard to schools, labor, health, property, business; regulation of rates for transportation, gas, light, etc.; regulation of weights and measures; care of criminals; care of afflicted children; supervision of pro-

fessions — doctors, dentists, oculists, lawyers, architects, etc.; conservation of natural resources; care of immigrants.

What can we do for the state in return for these?

What state buildings have we?

Name our governor, our state assemblyman, our state senators. How are they chosen? What influence can they have on our community life?

c. Our state constitution.

Find out when and how it was made. Has it been changed since then? How can it be changed?

Find out from the constitution:

Who are citizens of the state?

Who may vote in California?

Who are excluded from voting?

d. Loyalty to the state.

Compare our feelings toward the state today with that of the colonists toward their colony. Why the difference?

Why did the colonists find it so difficult to give the Continental Congress the right to do for them some of the services which had been rendered by the colonial government or by England?

5. The National Government.

a. The origin.

What causes drew the colonists together for united action?

Why was the Second Continental Congress the first real national government?

Why was one needed? What services did it perform for the people during the war?

Why did the people seem to care so little for their national government after the war was over?

Did they need a national government then? Do we need one today?

If we had no national government, what do you think would have been the result to us during this World War?

b. The Articles of Confederation.

Why were they drawn up? What are the advantages of having a written constitution?

Why did the articles prove so unsatisfactory?

c. The Constitution.

Why and how made?

Show how it corrected each defect of the Articles of Confederation.

d. Citizenship in the United States.

Who are American citizens? (See fourteenth amendment to Constitution of the United States.) Are children citizens?

What does "losing one's citizenship" mean?

What are colonists? Are the people of Alaska, Hawaii, Porto Rico, the Philippines, citizens?

Are any American Indians citizens?

Are there any Chinese or Japanese in this country who are citizens?

Select from the first ten amendments to the Constitution of the United States what you consider your five most important rights of citizenship.

What obligations does American citizenship entail in the citizen?

How can an alien acquire citizenship? What obligations does he assume by doing so?

How did people living in California at the time it was acquired become citizens?

What is meant by democracy? What are its advantages? When is it safe? What value do we attach to it? What people invented the democratic way of living?

e. What is the national government doing for Los Angeles and vicinity?

Post Office.

Harbor.

Regulation of immigration.

Quarantine.

Protection.

Education.

Regulation of freight and passenger rates.

Control of large corporations, etc.

f. Congress.

Who is our representative in Congress? Who are our senators?

What are some of the things that we want our congressmen to do for Los Angeles? Would it ever be possible for the desires of a community to conflict with the good of the whole nation? Give examples. What should be the attitude of the congressmen in that case?

What is meant by the "pork-barrel" theory of government?

What recent laws passed by Congress have affected California? Los Angeles?

What other important laws have been recently passed or are under consideration?

To whom would you write for a copy of any law that you desired to see? For a report of any department of the national government?

g. The national courts.
   What federal judge has jurisdiction in Los Angeles?
   Have we need for such a judge?
   Note a few of the matters that might come before him.
   What is the relation of state courts to federal courts? Why do we need two sets of courts?
   Find out something in regard to the character and ability of some member of the Supreme Court of the United States.

h. The president.
   Are we personally interested in the kind of man we have for president?
   What are some of the ways in which the president can affect our well-being?
   Have we reason to be proud of the men whom the people consider worthy of being candidate for the presidency?
   What duties do we owe to the president?
   Read some proclamation, message, or address of our president. What was its purpose? What do you like in it?

i. What is meant by the statement that our officers are the servants of the people?
   Should a man seek office for his own gain and advantage?
   In what sense is a public office a public trust?
   What must we demand of every person who asks us to help him to become a trustee for the public?
   When you grow up and seek office what must your attitude be?

A Eighth Grade

Aim. — To develop in the child a realization that the problems of his country are *his* problems, and that he is responsible for their solution.

1. Labor problems.
   a. Effect of the industrial revolution:
      On methods of manufacturing.
      On conditions of work. Danger from accidents. Child labor. Why? Employment of women. Long hours. Why? Low wages. Machinery put many out of work and cheap labor was easy to obtain. Laborer had no personal interest in his work as when he owned the tools or had prospect of some day being master workman. Today the good workman must have personal interest in his work. Many skilled workmen had to work at unskilled tasks. (Show danger of a man's willingness to do work that a machine can do.) Ultimately the demand for unskilled labor led to encouragement of immigration. Laborer and employer widely separated instead of living and working together.
      On living conditions; crowding of laborers into cities; housing problems; sanitation; need of parks and public recreation; need of vocational training in schools; lack of home life; need of juvenile courts.
      On relation of capital and labor; failure to see each other's point of view; disputes and strikes; violence.
   b. Would it be better to go back to primitive methods of production?

c. How is society in local, state, and national communities endeavoring to solve these problems?
d. Are any phases of these problems manifested in Los Angeles?
e. How can we help to solve them?

2. The public land problem. (In connection with western emigration.)
   a. What the United States has done with her public lands and their natural resources
      Homestead law.
      Gifts to railroads, etc.
   b. Effect of public land policy on development of the United States.
   c. Land and other resources still owned by the United States.
      Forests, mines, water, water power.
   d. Why the individual citizen is interested in the disposal of these.
   e. What the United States is doing for some arid regions. Report on one of the great reclamation projects.
   f. What the United States is doing for national forests.
      Nearest national forest reserve. How is it cared for? Show importance of this reserve to people of Los Angeles.
   g. Present policy of the United States in disposing of coal lands, oil lands, or other mineral lands. Why is California especially interested in this?
   h. Policy in regard to water-power sites.
      California's interest in this. Is it important to the individual citizen?
   i. Contrast early emphasis on need for development of our resources with present need for conservation.

3. The Monroe Doctrine. (In connection with "New Neighbors and New Problems.")
   a. Does the Monroe Doctrine mean just the same today that it did in 1823?
   b. Topics for investigation by different pupils.
      How have we applied this doctrine in Santa Domingo, in Nicaragua, in regard to the Panama Canal, in Haiti, in Mexico?
   c. Why are we personally interested in the interpretation of the Monroe Doctrine?
   d. Are we more closely connected with, and interested in European affairs than we were in Monroe's time?
      How have we been involved in the European war?
   e. What is meant by Pan-Americanism?
      How has our attitude toward such republics as Argentine, Brazil, and Chile changed since the time of Monroe? In what ways have we sought their coöperation?
      Some member of class report on the agreement to recognize Carranza, or some other matter in which we sought coöperation with Spanish American republics?
      What was done at the last Pan-American Conference?

4. The Tariff. (In connection with the tariff struggle 1824–1833.)
   a. What is a protective tariff?
   b. What is the difference between a protective tariff and a tariff for revenue only? What difference in goods on which it is levied?
   c. Why did the North want a protective tariff? Why did the South object to it?

d. Suggest three reasons for a tariff on beet sugar. Three arguments against it.

e. What difference does it make to us in our homes whether there is a tariff on these things or not?

f. Did the tariff really injure South Carolina?

g. What are the ways in which the national government raises money?

Where and how is tariff collected? Is there a custom house at San Pedro? What is meant by an internal revenue tax? On what goods is it levied? Why? What people have to pay income tax?

5. The spoils system and civil service reform. (In connection with Jackson's appointments.)

a. What officials in the federal government are elected? Name as many kinds of appointive officers as you can.

b. If the people elect a president of a certain party, why does this not mean that they would like men of the same party put in all these appointive places?

c. What is meant by the spoils system? The merit system?

Which is more democratic? Why?

d. What are the evil effects of the spoils system?

e. What officials in Los Angeles have to take examinations under the national civil service commission?

f. Have we a civil service commission? What city officials have to pass an examination before appointment?

g. Are we personally interested in having appointments in the post office or the police department made according to merit?

h. Do you expect to take a civil service examination? How could you do it? What possibilities of advancement might this open to you?

6. Bank (In connection with Jackson and the bank.)
   a. In what ways does a bank serve the community? Show how it serves the person who wishes to save and the person who wishes to engage in some productive enterprise.
   b. What are the qualities necessary for a banker?
   c. How are we interested in having the banking business regulated by the government?
   d. What was the trouble with the state banks of Jackson's time?
   e. Why was Jackson opposed to the national bank? Could he use the same arguments against the national banks today?
   (A committee from the class might interview banker on this point.)

7. Admission of new states. (In connection with compromise of 1850.)
   a. How do conditions in California in 1849 prove the need of government in a community?
   b. Did California have a territorial government? Why?
   c. What territories does the United States own today? How are they governed?
   d. Is there any territory with no self government? Why?
   e. What privileges of citizenship would your father lose by moving to Alaska? Would you lose any by so doing?
   f. How could Alaska become a state?

8. Influence of economic interests on ideas and conduct. (In connection with slavery struggle.)
   a. How did slavery have so much stronger a hold upon the South than upon the North?
   b. Were the Southerners sincere in their belief that slavery was right? Why did they believe it? (Not one Southern soldier in ten owned slaves.)
   c. Why has it taken so long to awaken modern manufacturers to the necessity of abolishing child labor, for establishing a reasonably short working day, good conditions of labor, a system of compensation for accidents?
   d. Is it necessary for every citizen to be on his guard, lest he allow what he considers his own private interests to influence him against the good of his community? Give examples.
   e. In the long run, does the individual gain by something which injures the community?

      Was the Southern planter better off with slavery than he would have been with paid labor?

      Is the manufacturing plant which employs children, or works its employees too long, or too hard, or at too low a rate of pay, really prosperous?

      When the majority of members of a community decide on a reform, have they a right to force it upon the rest?

9. Political parties. (In connection with rise of Republican party.)
   a. Why are parties necessary?
   b. What are duties of opposition party?
   c. What qualities are needed by a citizen in order that he may serve his country as a member of a party?

d. Can he develop any of these qualities in the schoolroom?

e. Must we always uphold the things our party stands for? Is it ever right to change one's party?

f. What qualities are needed in a great party leader? Did Lincoln possess these qualities? Must those whom we are willing to make our leaders on the schoolgrounds or in the schoolroom, have these qualities?

g. What are the chief national parties at the present time?
Name something for which each stands.

h. Why is the formation of a new party sometimes necessary? Was a new party needed when the Republican party was formed? Has any new party been organized lately? For what did it stand?

10. Patriotism. (In connection with the Civil War.)

a. Why do we honor the memory of those who fought for their country? Did they serve for the pay, for a pension, or for honor to themselves, or was it because their country needed them? Was there real sacrifice and suffering involved?

b. Were there true patriots on the Southern side, too? Do we honor their memory also?

c. Can citizens today serve their country with just as much patriotism as these soldiers did? Can we show just as much patriotism when there is no war?

d. What is moral courage? Does the community need citizens who possess it? Can we develop it in school?
(Read "The Army of Peace" — Cabot — "Course in Citizenship" — p. 229.)

e. Whom do you consider our greatest military hero? Our greatest hero of peace? What qualities of heroism did each manifest? Narrate the circumstances.

11. Regulation of transportation. (In connection with development after the Civil War.)
    a. What great service does the railroad render us?
    b. What power is a railroad in a community? Why must this power be regulated by the community?
    c. What are some of the evils that arose before the state and national governments attempted to regulate the railroads?
    d. What powers have our State Railroad Commission and the National Interstate Commerce Commission over the railroads? Why do we need both? How can each effect the welfare of the citizens of Los Angeles?
    e. Why are we interested in having these commissions deal fairly with the railroads? In having them make the railroads give reasonable rates? Would it be to our advantage to have them set rates at which the railroads could not make a profit?
    f. What have national and state governments done for the railroads? What do they owe in return?
    g. Do any countries own their own railroads? Do any cities own their street car lines? Would this be a good idea for the United States? For Los Angeles? What would be some of the advantages? Disadvantages? Find out all you can about government control of the railroads during the war.

12. Government regulation of industry. (In connection with problems from industrial growth.)
    a. Review what our state and city governments have done to regulate conditions in industries.
    b. What advantages have arisen from the formation of corporations to do business on a very large scale? What evils have often resulted?
    c. Why must the correction of these evils be largely a national affair?
    d. What is the Federal Trade Commission? What is it attempting to do for large corporations and for the community?
    e. Are we personally interested in the regulation of large business interests? Do these interests owe anything to the community? Why? Does the community owe them fair treatment? Have they done a real service in the community? How?

13. Immigration. (In connection with problems from industrial growth.)
    a. European.
        What have been the chief causes of immigration?
        What need has the United States had of immigrants? In factories, machine shops, railroads, canals, mines, farms?
        What was the attitude of the United States toward immigration during the Civil War? Why?
        What nationalities came in greatest numbers up to the 80's? What countries have contributed most of our immigrants since then?
        How has the attitude of the United States toward immigration changed? Why? What is the attitude of the labor unions? Why?

In what ways is European immigration a problem? Effect on wages, social conditions, crime, housing problems, schools, health?

What immigrants are excluded?

Do we still need the immigrant? Should more be excluded? What is the literacy test? The percentage plan? Does the later (now incorporated in the law) exclude the immigrant we do not desire and permit the others to enter?

What is meant by calling the United States the melting pot of the nations? What can American civilization gain from the Greek, the Italian, the Pole, the Russian?

At what port do most of our immigrants enter? Where is Ellis Island? What is it? Find out as much as possible about the treatment of immigrants there. Is there an immigrant station at San Pedro?

What must the government do for the immigrant? Prevention of fraud and abuse. (Read latest report of California's Commission on Immigration and Housing, and see what California is doing in this respect.) Bureaus of information, employment bureaus, education (day schools, night schools, civic leagues, etc.). What provisions should be made for immigrants in night schools?

How can children help solve the immigrant problem? (Courtesy and aid to immigrant children in school; appreciation of the contributions that immigrants are making to our civilization.)

b. Oriental Immigration.

How does this problem differ from that of European immigration? Is naturalization of Chinese and Japanese permitted? Why?

What has been done to solve the problem? What law have we regarding Chinese immigration? Is there a similar law regarding Japanese immigration? What is the "Gentlemen's Agreement" with Japan? What is the Alien Land Law of California? Who controls immigration?

Have we a Japanese problem in Los Angeles? What are the Japanese contributing to the industrial development of Los Angeles?

14. Our Foreign Relations. (In connection with problems from commercial rivalry.)

a. Our diplomatic service.

Of what it consists.

Work of our ambassadors and ministers.

b. Our consular service.

Purpose.

What our consuls do for us.

c. Need of justice and fair dealing in foreign relations.

How has the world's idea of diplomacy changed? Has the United States a reputation for fair dealing? What questions of fair dealing have come up in respect to the Panama Canal? Columbia? Question of tolls? How have we treated China and Japan? Open door. Boxer affair, Perry. Review our relations with South America and Mexico. What are our trade relations with those countries? Discuss questions that brought the United States into

the World War. How is the United States living up to her previous reputation for fair dealing? Discuss the League of Nations.

d. Problem of preparedness.

Show the need of military preparedness. What protection has Los Angeles against invasion by land or sea?

15. Education.

a. Why needed for solution of all our problems?

b. What the United States is doing to aid education.

Gifts of land, bureau of education, department of agriculture, re-education of maimed soldiers, Student Army Training Corps.

c. What the state is doing.

d. What county and city are doing.

e. What great opportunity each one of us has to help here in the solution of all our problems of citizenship.

ENGLISH

PART ONE — COURSE OF STUDY

Aim

The aim of language teaching in the grades is twofold: (1) to train the children to speak and write clearly, correctly, and, as far as may be, effectively; (2) to teach them to hear and read intelligently.

It is obvious that only a limited amount can be accomplished in either of these directions. To discover the limit that every normal child of English-speaking parents may reasonably be expected to reach and to adapt the means to this end is the one important language problem of the elementary school. Its solution requires a careful study of children's language needs, the elimination of all non-essentials from our courses of study, and such a presentation of essentials as to emphasize habit-forming, not abstract knowledge.

To determine absolutely the minimum attainment possible in English in the elementary school requires further study of children in relation to the language problem. But in the present state of our knowledge, it would appear that at the end of the eighth grade every normal child of English-speaking parentage should be able:

1. To speak simply and clearly in conversation or informal discussion, without glaring violations of good usage.
2. To talk for two or three minutes before his classmates on a topic previously prepared, organizing his material well, using clear, complete sentences, standing properly and speaking distinctly and easily.
3. To write a page of ordinary theme paper on a subject interesting and familiar to him, making few, if any,

errors in paragraphing, sentence structure, grammar, spelling, punctuation, or capitalization.

4. To write a friendly letter or a simple business letter in good form and in a courteous manner.
5. To read understandingly subject matter of ordinary difficulty, expressed in simple present-day English.

In the following course of study, these five requirements have been kept in mind as the minimum essentials — the things that *must* be accomplished. At the same time, the course is flexible enough to provide opportunity for those pupils who can do more.

First Grade

Aim. — To have children talk naturally and easily about common things and about experiences and observations interesting to them, speaking distinctly in a natural tone of voice, and using short, simple sentences with few "ands."

To eliminate a few of the errors of speech common to six-year-old children the country over, and also, in any particular locality, those peculiar to the children of that locality.

To develop, through conversation and story-telling, a vocabulary sufficient for the speaking and reading needs of a first-grade child.

Subject Matter. —

Oral Language

1. *Conversing* upon and discussing subjects growing out of such interests and projects as children naturally talk about.[1]

[1] Children should be encouraged to talk in complete sentences, but not so insistently as to destroy spontaneity.

In their short stories, composed by the class and by individuals, there can be a beginning in orderly sequence of thought through the teacher's guidance to this end.

Suggestive List

Home life — work, play, and family life.

School life — teacher, classmates, play, and lessons.

Good manners in social life — in the family, at school, on picnics. (Correlation with course in civic and social education.)

Morals — love of members of the family, kindness to animals, and making peace after a quarrel. (Correlation with course in civic and social education.)

Familiar animals — pets and animals of the circus, zoo, and farm.

Toys — especially at the Christmas season.

Holidays and vacation days — excursions and good times, country life, the seashore.

The world of work — common trades and occupations.

Pictures — particularly of animals and children at play.

Health — cleanliness and care of body. (Correlation with course in hygiene.)

2. *Story-telling.*[1] One short story a month for reproduction and dramatization; at the end of the year each child should be able to tell at least two stories well.

3. *Memorizing of verse.*[1]

4. *Good usage*[2] by means of language games and incidental instruction.

B First Grade

a. Verbs: *see, eat, run.*

b. The correct use of *an* and *a.*

c. Eradication of *ain't.*

[1] Lists of stories and poems for this and the following grades will be found in the report on Reading and Literature.

[2] One flagrant error should be given daily remedial attention for a week or more through language games of a few minutes' duration.

A First Grade

a. Verbs: *do, come.*
b. Agreement of *is* and *was* with subject.
c. The following common errors of speech to be eradicated: *ain't got, it's me.*
d. Mispronunciations: *chimbly, Santy Claus.*

5. *Independent study.*[1]

B First Grade

a. Word cards with pictures on one side for independent study and self-correction; the *A* and *An* picture card game to be given special attention.
b. Sentence games — Sentences with blanks to be filled in by use of word cards or picture cards.

A First Grade

a. Word cards for labeling or for recognition independent of pictures. Pictures or objects on individual tables or sand table for labeling as follows:

(1) The paper doll with its varied wardrobes.
(2) The doll house with its appurtenances.
(3) Toys.
(4) Animals of the farm, circus, or zoo.

b. Sentence games.

(1) Dissected sentences composed by the class during the oral language lessons and adapted for seat work after constituting a reading exercise.

[1] Content of material should be thoroughly familiar through previous oral language and reading lessons.

(2) Lines of familiar nursery rhymes and verse with word cards and phrase cards for matching.

(3) Games based upon exercises listed above under "Good usage."

Written Language

A First Grade

Observing the mechanics of printed and written language.

1. Capitals at the beginning of sentences.
2. Capitalization of the initial letters of the child's name; of the pronoun *I*.
3. Periods and question marks at the ends of sentences. Observed first on the printed page of the readers; second, in the teacher's writing on the blackboard.

Second Grade

Aim. — To have children think constructively, not only about what they are going to say, but about how they are going to say it. Pupils to hold the attention of their audience by interest and good delivery — good standing position and distinctness of speech important considerations.

To work perseveringly for the extermination of certain errors of speech listed below under "Good usage."

To begin spelling and written language very simply at the blackboard only.

Continuation Work. — To have children talk more freely and at greater length both in conversation and before the group about common things and experiences and observations interesting to them.

The long rambling sentence with *and* to be tabooed; watchfulness against the excessive use of *then*.

Subject Matter. —

Oral Language (90%) [1]

1. *Conversation* and discussion upon topics growing out of the children's interests and projects.

Suggestive List

Home life — work, play, family life, meals, clothes.

School life — teacher, classmates, lessons, play, and the playground.

Polite behavior in social life — in the family, among friends, at school. (Correlation with course of study in civic and social education.)

Out-of-doors — the earth and various forms of plant and animal life, the sky by day and by night, different seasons.

Morals — obedience and truthfulness, work and helpfulness, being fair at play. (Correlation with course of study in civic and social education.)

Familiar animals — pets, and animals of the circus, zoo, and farm.

Holidays and vacation days — excursions and good times.

[1] Continue practice in the use of the short simple sentence. Require a specific number of statements about things to this end and to break up the "and" and "then" habits. Children should count the sentences in their readers and in short stories read by the teacher.

In coöperative story-telling the teacher should call attention to order in the sequence of events. Summaries by individual children will develop organization in story-telling. Besides actual experiences and personal observation by the children, other sources will be the experiences of other people, books, and pictures, especially moving pictures. There should be close correlation of language with all subjects of the curriculum for describing things, telling how to make and do things, etc. A class book of original stories is recommended.

The world of work and the workers — trades and occupations of various kinds.

Pictures — particularly of animals and children at play. (Correlation with course of study in hygiene.)

2. *Story-telling.* Review of some of the stories of the previous year; the average one story a month for reproduction and dramatization. Each child should add at least five stories to his stock.

3. *Memorizing of verse.*

4. *Good usage* by means of language games and incidental instruction.

B Second Grade

a. Verbs:

Continuation work — *see, do, eat, come, run.*

New verbs — *get, give, throw, catch.*

b. Common errors:

Continuation work — correct use of *a* and *an;* agreement of *is* and *was* with subject; work against *ain't, ain't got, it's me.*

New work — work against the following errors: *I dunno; hasn't got; haven't got.*

A Second Grade

a. Verbs:

Continuation work — *see, do, eat, come, run.*

New verbs — *go, bring, grow, draw.*

b. Common errors:

Continuation work — use of *a* and *an;* agreement of *is* and *was* with subject; *ain't, ain't got, it's me.*

New work — *my brother and me; my brother, he; you was.*

Written Language (10%) [1]

1. *Spelling.* The words for spelling may be taken from Ayres's list and the words of the phonics lessons and rhyming games. Add interesting phonetic words easy to spell from the oral vocabularies of the children, but only those which function in their written sentences. Both list and context study for all words.
2. *Mechanics.* Observation on the printed page and in the teacher's writing on the blackboard, followed by use.

B Second Grade

a. Capitalization and punctuation of simple statements and questions.
b. Capitalization of the pronoun *I*.

A Second Grade

a. Capitalization of names of persons and animals.

3. *Types of Written Exercises.*

B Second Grade

The writing of short simple sentences. Original compositions of three or four sentences, individual or coöperative, adapted to the reading ability of the children, should be written on the board by the teacher, thus correlating reading with oral language.

A Second Grade

Little stories, consisting of two or three simple sentences, and simple verse, like that of Stevenson and of Christina Rossetti, may be copied. Original composition, also, adapted to the writing and spelling ability of the children, may be used for copying.

[1] Written language in this grade is limited to blackboard work.

Guessing games, describing something or telling what "it" does, invite the use of short, clean-cut sentences and break up the *and* and *then* habits. These should be given orally at first, written on the board by the teacher and then copied by the children.

4. *Independent study*

B Second Grade

a. Spelling lists and very simple sentences.
b. Word and sentence card games.

A Second Grade

a. Rhyming games at blackboard and at seats.
b. Pictures and word study correlated with original story-telling from suggestive questions.

Third Grade

New Aim. — Closer correlation with geography, history, civics, hygiene, social education, and other subjects of the daily program. Constructive practice upon specific forms of "Good usage," as listed below:

Continuation Work. — To train children to talk freely in conversation and before the group, in an interesting manner, on topics related to child-life, its environment and experiences.

To insist upon good position, a natural speaking tone, and distinct articulation.

To encourage the use of good simple sentences; also, good arrangement of thoughts.

To aid the children, through conversation and literature, in acquiring a reading and speaking vocabulary sufficient for their needs.

To keep the imagination of early childhood continuously active by original story-telling.

Subject Matter. —

Oral Language (75%)

1. *Conversation* and discussion on subjects growing out of the children's interests and projects.

Suggestive List

Home life and school life — work and play, pets, toys, games, lessons, pictures, etc.

Social education — the Golden Rule and fair play; working together and ways of service; perseverance and good work; respect for authority; loyalty. (Correlation with course of study in civic and social education.)

Wider environment — nature and seasonal changes; outings; modes of travel and sights; city life and country life; animals of the circus, zoo, and farm; the world of work.

The nation's holidays and local celebrations.

Health — cleanliness, food, and drink. (Correlation with course of study on hygiene.)

2. *Story-telling.* Reproduction of short stories; original story-telling about pictures, make-believe friends, interesting experiences, etc.

   Dramatization continued.

3. *Other forms* of oral expression. Describing what has been seen, telling how to make and do things, giving directions to go to well-known places of interest.

4. *Good usage* by means of language games and incidental instruction.

B Third Grade

a. Verbs:

   (1) Cumulative review — *see, do, eat, come, run, go, get, bring, give, throw, grow, draw, catch.*

   (2) New verbs — *sing, take, begin, tear, drink.*

b. Common errors:

(1) Verb errors: *seen* for *saw; had saw* for *had seen; is* for *are; was* for *were; ain't* for *am not; isn't* for *aren't; ain't* for *hasn't; done* for *did; went* for *gone; et* for *ate; give* for *gave; brung* for *brought.*

(2) Pronoun errors: *me and my brother; Frank and me; them* for *these.*

(3) Miscellaneous errors: redundant use of *got; my father, he.*

(4) Mispronunciations: *ketch, kin, git, readin', nothin',* etc.

A Third Grade

a. Verbs:

(1) Cumulative review — *see, do, eat, come, run, go, get, bring, give, throw, grow, draw, catch.*

(2) New verbs — *write, know, learn, lie, sit.*

b. Common errors:

(1) Verb errors: *seen* for *saw; had saw* for *had seen; is* for *are; was* for *were; ain't* for *am not; isn't* for *aren't; ain't* for *hasn't* and *haven't; done* for *did; went* for *gone; et* for *ate; can* for *may; give* for *gave; learn* for *teach; brung* for *brought.*

(2) Pronoun errors: *it's me; it's her; it's him.*

(3) Miscellaneous errors: *haven't got no; that there house.*

(4) Mispronunciations: *ketch, kin, git, readin', nothin',* etc.

Written Language (25%)

B Third Grade:

Aim

To train beginners in written composition to use simple and correct language, and to spell, capitalize, and punctuate properly what they write.

Subject Matter

1. Content:

   Topics discussed and stories told in oral language lessons which lend themselves, from the standpoint of spelling and technicalities, to written composition. (Teacher's model or coöperative class paragraph or story.)

2. Expression:

   Short paragraphs of three or four sentences without titles.

   Simple unrelated sentences for drill upon new technicalities and those which the common errors of the children indicate a need for.

3. Mechanics of composition:

   a. To indent the first line of a paragraph.
   b. To begin sentences with capital letters; to write with capitals special names of persons and animals.
   c. To punctuate statements and questions correctly.

4. Spelling:

   The words for this grade may be taken from the Ayres's list and the words of the phonics lessons and rhyming games; add interesting phonetic words easy to spell; also, words from the oral language lessons, but only those words which the children will have need for in their written language work.

   Homonyms: *to, two.*

A Third Grade:

Aim

To teach the children to write their language exercises on paper.

Subject Matter

1. Content: (Same as in B third grade.)
2. Expression:

   Short paragraphs with titles.

   Simple unrelated sentences for drill upon new technicalities and those which the common errors of the children indicate a need for.

   Letter writing: Only salutation and closing phrase; no heading.
3. Mechanics of composition:
   a. To learn to head a paper with name, date, and title; to leave margins of the proper width.
   b. To capitalize the first and important words of a title: to write with capitals special names of places; names of days and months (only those of simple spelling), name of home town, name of native state, and child's own school; to write the child's address correctly; to begin lines of poetry with capitals.
   c. To punctuate statements and questions correctly; to put periods after abbreviations of days, months, and native state, after *Mr.*, *Mrs.*, and *St.;* to put exclamation marks after exclamations; to use the apostrophe in common contractions.
4. Spelling: (as in B third grade).

   Homonyms: *there, their.*
5. The following types of work with aims as stated:
   a. Copying, to initiate good habits in written composition, and to train in copying by phrase and sentence units.

b. Dictation for attention, for skill, and as a test of spelling, capitalization, and punctuation.

c. Reproduction, for greater independence in writing a short paragraph of related sentences and in using correctly the mechanics involved.

Fourth Grade

Aim.— Since this is the psychological period for the acquirement of mechanical skill, the formation of habits of correct speech and the correct use of the mechanics of written composition should be the large aim.[1]

Oral Language (50%)

Aim. — To encourage live discussion at greater length, guarding against tiresome garrulousness.

To stress the use of short, crisp sentences, versus the rambling statement with many connectives, and to work for variety of expression and a growing vocabulary.

To train for better organization in all discussion, coöperative or individual.

To insist on good position and good delivery.

Subject Matter. —

1. Conversation and discussion on topics of vital interest to the children:

Suggestive List

Correlation with all school lessons which are real projects of children of this age; also, with play on the playground, team play in particular.

[1] Put the language work of this grade more fully on the project basis, thereby acknowledging the active, practical turn of mind of the pupils, the boy in particular, and correlating the language work with real needs and interests.

Duties of home life; in-door and out-door sports and amusements.

World workers who minister to our needs — the baker, grocer, iceman, postman, cobbler, etc.; modern trades and laborers in them.

Reports of observations of familiar plant life and animal life in the immediate environment; of other forms and phases of nature.

Situations and experiences which illustrate familiar proverbs.

Team work and service, as of the Boy Scouts.

Suggested Types of Work

Telling interesting experiences; describing animals, persons, places, and things; giving directions how to go to well-known places of interest; telling how to make or do things.

Dramatic rendering whenever the topic lends itself to personification or dialogue.

Simple arguments on questions of common interest to the class.

Drills in finding words in small dictionaries.

2. Story-telling:

Stories for this grade should include the lives and deeds of great national characters, leaders, and heroes of the race in history and in the masterpieces of literature, thus extending the child's ideals to broader fields.

Suggested Types of Story-telling

Reproduction of the story by the class or by individuals.

Original endings of stories begun.

Imaginary autobiographies; *e.g.*, of a penny, a grain of wheat, a dog.

Stories in which animals are personified, suggested by the classic fables.

Original stories suggested by pictures.

3. Memorizing poems.[1]
4. Good usage by language games and incidental instruction; also by drills, for which this is the psychological period.

B Fourth Grade

a. Verbs:

Cumulative review — especially of *see, do, come, go,* and their past forms; also of *eat, run, get, bring, take, lie, sit, begin, tear,* and *drink.*

New verbs — *blow, stay, fall, break, dig, ride, fly,* and *ring.*

b. Common errors:

(1) Verb errors: *got* for *have; drownded* for *drowned; he come; he run; he give.*

(2) Miscellaneous errors: *I was to school; I stayed to home; off him; good* for *well; theirselves; mad* for *angry;* introductory *well, why,* and *so.*

(3) Mispronunciations: *youse, onct, hurted, gimme, lemme, hisself, his'n, busted, cuz* (for *because*).

A Fourth Grade

a. Verbs:

Cumulative review — especially of *see, do, come, go,* and their past forms; also of *eat, run, get, bring, give, throw, grow, draw, catch, sing, write, know, learn, take, lie, sit, begin, tear,* and *drink.*

New verbs — *set, lay, speak, steal, win, swim, wear, choose,* and *rise.*

[1] Lists of stories and poems for this grade and all the others will be found in the report of the Committee on Reading and Literature.

b. Common errors:

(1) Verb errors: *don't* for *doesn't, hadn't ought* for *ought not, got to go, they went and took, goner* for *going to, ask* for *asked, he says.*

(2) Miscellaneous errors: *do like I did, I am all better, the boat what I went on, I can't find it nowhere, never gave, awful* for *very, who* for *whom, lots* for *many* or *much.*

(3) Mispronunciations: *nobuddy, liberry, pitcher* for *picture, haf ter* for *have to.*

B Fourth and A Fourth Grades

a. Continuation work to habit stage:

(1) Verb errors: *is* for *are* and *was* for *were, ain't* and *ain't got, can* for *may, learn* for *teach.*

(2) Pronoun errors: *it's me, it's her, it's him, me and my brother, Frank and me, them* for *those.*

(3) Miscellaneous errors: redundant use of *got; my father, he; haven't no; that there house; keep care of.*

(4) Mispronunciations: *ketch, kin, git, readin', nothin', I dunno,* etc.

Written Language (50%)

Aim. — To acquire skill in using the mechanics of written composition.

Continuation Work. — Have pupils use only those words and those technicalities of composition with which they are familiar and which they can use correctly because of preparatory drill.

Provide sentences and models to this end for study and copying or dictation.

Make the work progressive and cumulative by constantly adding new words and language elements and by reviewing the old.

Provide the following types of work with aims as stated:

1. Copying by phrase and sentence units *versus* the word habit, for increase in speed.
2. Dictation, for attention, for skill, and as a test of spelling, capitalization, and punctuation.
3. Reproduction, for greater independence in writing a short paragraph of related sentences and in the correct use of the mechanics involved.
4. Original paragraphs on subjects related in kind to those of the models studied, and also on the other subjects of vital interest to the writers.

Subject Matter. —

1. Content:

   To be found in the oral language lessons, other lessons of the school program, projects of the children, their varied environments, the experiences of others, books, etc.

2. Expression:

   Longer paragraphs with greater unity and greater variety in sentences.

   Simple unrelated sentences as context for use of vocabulary and other language elements.

B Fourth Grade

Continuation of simple letter writing without headings.

A Fourth Grade

Letter writing of the friendly, social kind: short notes and post cards, well written and correct in all details.

3. Mechanics of composition:

B Fourth Grade

a. Capitalization: Holidays, not seasons.
b. Punctuation: Special attention to question marks; to hyphen in divided words.
c. Abbreviations and contractions: *I've, I'll, isn't, wasn't.*

A Fourth Grade

a. Capitalization: Geographical names; titles of relationship: various parts of a letter. Prepare for simple direct quotations by observation and discussion of them in print.
b. Punctuation: Special attention to exclamation marks; to letter forms; to comma in series; to apostrophe in possessive singular.
c. Abbreviations and contractions: *won't, wouldn't, Dr.*

B Fourth and A Fourth Grades

Continuation Work

a. Heading, margins, and indentation.
b. Capitalization: Sentences; composition titles; names of persons, animals, and places; names of days and months (of simple spelling); child's address; child's own school; lines of poetry.
c. Punctuation: of statements and questions; of abbreviations of days, months, years; after *Mr., Mrs., St.;* exclamation mark after exclamations and the possessive singular through observation.

4. Spelling:

a. Ayres's spelling scale and words needed in correlation with all written exercises; mastery of

former required, but not of latter, which may be put on the blackboards as an aid to children.

b. Homonyms: Continue practice upon *there, their; to, two, too.*

Fifth Grade

Aim. — To encourage "the spontaneous impulse to speak, write, recite, debate, and declaim" through both independent and directed practice.

To master the mechanics of simple letter writing. (A fifth grade.)

To develop some skill in the use of a small dictionary.

Continuation Work. — To base the language work upon social projects related to nature, school, and home.

To work consciously for good arrangement in composition, a large vocabulary, variety in sentences, and the elimination of common errors of speech.

Subject Matter. —

Oral Language (50%)

1. *Conversation* and discussion.

Suggestive List

Other school studies — geography and agriculture, history and literature, handwork and art, etc., to supply subjects and knowledge.

Current events and school and local interests to furnish topics for live discussions, arguments, and short informal debates.

Fields of child experience and imagination to afford dynamic material.

Heroes, living and dead — everyday heroes; self-sacrifice; fearlessness; perseverance; overcoming difficulties.

Suggestions: — Use the foregoing material for story-telling, describing, and telling how to make and do things.

Make the topics specific and narrow rather than broad.

Have pupils make simple outlines for practice in orderly arrangement of content, stressing good beginnings and good endings.

Make every oral lesson a language lesson, thus correlating language with all other subjects on the school program.

2. *Story-telling* and dramatization in correlation with literature and history.

   Suggestion: Organization of a story-tellers' club.

3. *Memorizing poems.*

4. *Word study:* Through reading books and magazines and listening to discussions, and through special study of practical vocabularies in connection with common everyday interests and with subjects of study.

5. *Good usage* by language games, incidental instruction, and drills.

   Continue training in correct use of verbs and pronouns and against colloquialisms and mispronunciations, based upon the specific common errors of pupils in class.

   Use the positive method rather than the negative.

Written Language (50%)

1. *Content:*
   a. Any and all topics listed for oral language.
   b. Letters, notes, and postcards.

2. *Expression:*

   Daily practice is recommended. The following types of exercises are suggested:

B Fifth Grade

a. Copying — for ever-increasing skill and accuracy. (Civil-service examiners report more failures in accuracy and speed in copying than in any other test.)

b. Dictation in and for itself as a skill demanded in life, and also to test the language forms, spelling, and technicalities of composition already taught.

c. Reproduction:

(1) Topics exploited in literature, history, and geography periods.

(2) Stories and information gleaned from books.

d. Original composition, the supreme test of the power of expression:

(1) Little stories of real or imaginary happenings, and simple explanations and descriptions. (See "Suggestions" above.)

(2) Letter writing:

(1) Letters, notes, and post cards for copy work.

(2) Social notes and letters, holiday and birthday greetings, vacation post cards, informal invitations, real letters to real people.

A Fifth Grade

a. Continue exercises in copying, dictation, and reproduction.

b. To forms of original composition used in B fifth grade, add dramatization of familiar stories from literature and history.

c. In letter writing, stress simple business letters; as, orders for magazines or papers, requests for catalogues, notices of change of address.

Recommendation: — A press club as an auxiliary to a literary society, with a school paper in manuscript or in printed form as its project.

3. *Mechanics of composition:*

B Fifth Grade

a. Capitalization of proper nouns.
b. Capitalization and punctuation of letter forms; heading, salutation, and conclusion; also superscription on envelope.
c. Titles of relationship and office.
d. *East, West,* etc., when they name sections of a country, not directions.
e. Simple quotations. (Minimum amount of time and attention to this.)
f. Common abbreviations, such as those of months, states, and titles of office.
g. Comma in a series, between city and state, after word of address, after *yes* and *no.*
h. Apostrophe in contractions which are common to written expression: *we're not, they're not, you're not, I've, don't* and *doesn't, can't, what's, that's, won't, couldn't, wouldn't, o'clock.*
i. Possessive singular.
j. Possessive plural.

4. *Spelling:*

A Fifth Grade

a. Ayres's spelling scale and words needed in correlation with all written exercises; mastery of former required, but not of latter, which may be put upon the blackboard to aid the children, or looked up in the dictionary.
b. Continue drills upon homonyms: *their, there; two, to, too.*

Sixth Grade

Oral Language (50%)

Aim. — To train every pupil to talk for a few minutes in an interesting and logical way, using good enunciation and clean-cut sentences, devoid of the common errors of speech; and to read silently once and then reproduce a short, simple story, an item of news, or a paragraph of information. To make good position and delivery habits associated with all oral expression.

Subject Matter. —

1. Conversation and discussion:

Suggestive List

Correlation with other school subjects.
Observation of local happenings and seasonal changes.
Current events for discussion, argument, and short informal debates.
Work and play at home, at school, and in the world.
Stories from history and literature for telling and dramatization.
Original stories.
Pictures.
How to make and do interesting things; clear and concise directions as to how to reach places of local interest.

2. Special topics for interesting vocabularies and word study:

B Sixth Grade

Industries; inventions: city life and country life; animals of farm, circus, and zoo; travel by car, train, and boat; ships, boats, and other water craft; holidays — city, state,

and national; nature study and interests of the various seasons; geography and history; art and handwork.

Note especially words descriptive of action, form, color, and sound.

A Sixth Grade

Automobiles and motors of various kinds; steam engines; airships; electrical appliances; nature study and interests of the various seasons; geography and history; art and handwork.

Add to the classes of words named for B sixth grade words descriptive of texture, odor, taste, and so on.

3. Good usage:

Weed out systematically, by language games and intensive individual drilling, common errors of speech, also, by positive incidental correction, substitute good usage for incorrect forms of expression.

Leading errors of sixth grade children:

a. Loose *and.*

b. Verb errors: *ain't* for *hasn't* and *haven't; ain't* for *am not, isn't,* and *aren't; seen; had saw; done; says* for *said; can* for *may; leave* for *let; don't* for *doesn't; is* for *are; ain't got* for *haven't got.*

c. *Haven't no* for *haven't any; never gave; like she does; that there; lot of; like* for *as;* impersonal *you.*

d. Mispronunciations: *git, jist, kin, ketch, wrastle,* etc.

Other words for practice in correct use:

B Sixth Grade

A and *an; done* and *finished; choose* and *chose; has* and *have; get* and *have; ought* and *ought not; am not, is not* and *are not; have not; teach* and *learn.*

A Sixth Grade

Lend and *borrow; lie* and *lay; sit* and *set; think* and *guess; shall* and *will* with *I* and *we* in statements, *off* and *of; in* and *into; at* and *to; among* and *between; who* and *whom* (in questions), *who, which,* and *that; than* and *then.*

Written Language (50%)

Aim. — To work for ease and fluency in simple English.

To establish a clear notion of a sentence, and train pupils to write briefly in an interesting and logical way, using clean-cut sentences, unmarred by misspelled words and by common grammatical errors.

Also to establish a notion of a paragraph so far as mechanical form is concerned.

Subject Matter. —

1. Content:

   Topics listed for oral language to be used in telling stories, describing what has been seen, telling how to make and do things, giving directions for reaching familiar places of interest, etc.

2. Expression:

   Kinds of written exercises:

   B Sixth and A Sixth Grades

   a. Copying, dictation, reproduction. (See outlines for lower grades.)

   b. Original composition:

      Stories, etc. as listed above under "Content."
      Articles for school paper.
      Letters, notes, and post cards of a social and business nature.

B Sixth Grade

Social letters and notes: Holiday and birthday greetings, vacation post cards, informal invitations; real letters to real people.

A Sixth Grade

Business letters: Orders for magazines or papers, requests for catalogues, notices of change of address, and the like.

In business letters, accuracy of form is especially important.

3. Mechanics of composition:

B Sixth and A Sixth Grades

a. Composition: Heading, title, margins, paragraph indention.

b. Capitals: First word in a sentence; names of persons, animals, places, days of week, holidays, months of year, not seasons; name of school, city, state, sections of country, not directions, nations, geographical names; *I* and *O*; titles of relationship and office; in poetry — beginning of every line; in letter forms — heading, salutation, body, closing phrase, address on envelope; simple quotations.

c. Punctuation: Terminal marks; dates; comma in series; letter forms — heading, salutation, conclusion, address on envelope; abbreviations; contractions; possessive singular and plural.

Seventh Grade

New Aim. — To establish a standard for self-criticism by teaching simply and concretely certain facts of English

grammar which function in every day speech, and applying these facts in eliminating errors that experience has shown to be prevalent in this grade.

Continuation of Former Aims. — To work for the following as fundamental conditions of good speaking and writing: A definite subject and aim; interest on the part of the speaker or writer; originality; the forming of clear mental images; accurate thinking; clear, direct expression; an orderly arrangement of thoughts.

To eliminate incomplete sentences, the "and" habit, and the "comma" fault.

To enrich the children's speaking and reading vocabularies. For this work, literature and the other subjects of study furnish wide opportunities in the seventh grade.

To give increased attention to the sequence of sentences within a short paragraph.

To make habitual by continued practice the correct forms of personal letters and simple business letters, and accuracy in the mechanics of composition in general, including all the ordinary uses of capital letters, and those rules of punctuation found in the section on "Applied Grammar."

In speech, to work for clear articulation, correct pronunciation, a pleasant, natural tone of voice, self-poise, and a correct and easy standing position.

Subject Matter. —

Oral and Written Composition (50% each)

1. *Aim.* — Composition, whether oral or written, should be distinctly social in its aim, its purpose being the actual communication of thought either among the members of the class or between them and real or imaginary persons outside.

2. *Oral composition* should include: (a) Informal class discussion and debate; (b) Individual work prepared by the speaker with the purpose of pleasing, informing, or persuading his classmates.

The stories or speeches should usually be not more than two or three minutes in length, — the test of excellence, the speaker's success in accomplishing his purpose, — the chief critic, the class. The criticism must be kindly, helpful, constructive; no petty fault-finding should be allowed. When several pupils have spoken and their work has been discussed by the class, both the speakers and those who have not had time to speak may write what they have prepared, profiting by the criticism and suggestions that have been made.

3. *Written composition* should usually grow out of discussion, which should have one or more of these definite aims: to stimulate interest; to suggest lines of thought; to aid in organizing material; to guard against prevalent errors. Written composition should include: (a) Friendly letters and notes and simple business letters; (b) Short compositions at least every fortnight on topics of vital interest to the writer and the class. These compositions should usually be not more than one page of theme paper in required length; hence the topic should not be too broad for these limits. Occasional longer bits of work, as writing or dramatizing stories, may take the place of several of these short compositions.

4. *All forms of composition* may be used both for oral and written work as occasion arises, but simple narratives and explanations of the narrative type (telling how things are done) should be stressed. The children

should frequently speak and write from brief, simple outlines, sometimes developed in class, sometimes thought out individually. Letter writing should form an important part of the year's work.

Material for Oral and Written Composition

1. *Principles of choice:*

   The subject matter should grow out of real or imagined experiences of the children. Material obtained from hearing or reading must be so fully realized as to be a part of experience before it is a fit theme for composition.

   The experiences should be such as children naturally talk or write about.

2. *Sources:*

   The home life, school life, and social life of the children; travel, excursions, outings; any child activities.

   Things observed: objects in nature, familiar occupations, and so on.

   Current events.

   Pictures that suggest stories.

   Literature used in various ways, as:

   a. Reproduction of stories, especially oral reproduction.
   b. The retelling of a story from a new point of view.
   c. Completion of stories partly told or read by the teacher.
   d. Themes suggested by characters, incidents, or situations in stories read in class.
   e. Brief oral reports of books or articles to interest others in reading them.
   f. Dramatization of short stories in prose or verse. (This may lead to the making of brief original plays.)

Other subjects of the curriculum, history, the manual arts, geography, and nature study are rich in interesting material.

3. *Supplementary exercises* (to be used as needed):

a. The copying of short poems, business letters, social notes, bills, and so on, in order to acquire speed and accuracy. The pupils should be trained to copy by sentences and phrases, not by single words.

b. Brief dictation exercises to give practice in writing from dictation and to test proficiency in spelling, punctuation, and other matters of form.

c. Exercises in pronouncing words and combinations of words commonly mispronounced: *as, kept, catch, yet, get, give me, don't you, used to, must have gone,* and other combinations difficult to pronounce; *something, nothing,* and other words ending in *-ing.*

d. Exercises in sentence betterment based chiefly on the children's own sentences, intended especially to develop a sense of sentence completeness and sentence unity.

e. Exercises to increase the children's vocabularies and awaken a feeling for apt and beautiful expression; as

Substituting appropriate adjectives for those commonly misused: as, *nice, splendid, awful, terrible, gorgeous.*

Discussing apt words in simple and beautiful bits of literature; memorizing such selections.

Supplying suitable descriptive terms, perhaps from a given list, to fill blanks in descriptive or narrative paragraphs — especially words

of color, sound, motion, and other sense impressions.

Substituting synonyms in the children's own sentences, either to avoid repetition or to convey an idea more exactly.

Translating slang into good English.

Describing imagined objects by the use of antonyms, so as to produce two contrasted pictures.

Applied Grammar

B Seventh Grade

In this grade the pupils should be taught the following things in a simple, practical way:

1. *Sentences:*
   a. To distinguish sentences from other word groups. Tests: Does this group of words make complete sense? Has it a subject and a predicate?
   b. To know when the end of a sentence is reached, and thus avoid needless *and's* and *so's* and the use of commas where periods are required.
   c. To use the terminal marks correctly, and hence to distinguish declarative, imperative, interrogative, and exclamatory sentences.
2. *Nouns and Pronouns:*
   a. To recognize each.
   b. To distinguish proper from common nouns for the sake of correct capitalization. Drill is needed on nouns liable to be written incorrectly.
   c. To spell correctly the plurals of ordinary English nouns.
   d. To write correctly the possessives of both nouns and pronouns.
   e. To use the correct pronoun forms: (1) as subject

(especially in compound subjects and in expressions like *we boys*); (2) after the verb *be*.

f. To form the compound personal pronouns correctly — avoiding *hisself* and *theirselves*.

g. To set off by the comma a noun used in direct address.

3. *Verbs:*

a. To recognize verbs as the asserting words in sentences.

b. To use *is, was,* and *doesn't* habitually with singular subjects, and *are, were,* and *don't* with plural subjects, also to recognize the fact that other verbs add *s* with singular subjects only.

c. To contract the negative forms of *be* and *have* correctly in speaking, and to write these contractions properly.

d. To use the principal parts of the following verbs correctly: *go, see, do, run, come, eat, give, drink, ring, know, throw, grow, blow, draw, catch, teach, bring, break, take, rise, write, climb, drag, drown, burst, ask.*

e. To distinguish between pairs of verbs frequently misused, as: *learn, teach; love, like; can, may; got, have.*

f. To eliminate such errors as *had ought; if he had of gone; I gotta go; I ought to went,* and the like.

g. To avoid such changes of tense as: *Then he came in and says.*

4. *Adjectives and Adverbs:*

a. To recognize adjectives as words that add to the meaning of nouns or pronouns, and adverbs as words that add to the meaning of verbs, adjectives, or other adverbs.

b. To discriminate, in actual use, between adjectives and adverbs commonly misused; as, *good, well; easy, easily; real* or *awful* and *very; fine, finely; sure, surely;* also between the adverbs *most* and *almost; near* and *nearly.*

c. To use *a* and *an* correctly.

d. To eliminate *that there* and *this here,* and *them* for *those.*

e. To eliminate double negatives.

Applied Grammar

A Seventh Grade

The grammatical work of A seventh grade is along the same general lines as that of B seventh grade, the purpose in both being to enforce correct usage with regard to the parts of speech and to secure some skill in the construction of simple sentences.

1. *Sentences:*

a. To recognize predicate words (adjectives, nouns, pronouns).

b. To recognize the object of a verb.

c. To recognize prepositional phrases and their adjective and adverbial uses; to transform words to phrases and phrases to words to give variety of expression; to arrange for clearness and effectiveness sentences containing three or four phrases.

d. To combine short sentences into sentences with compound subjects or compound predicates, sometimes of three or more parts.

e. To punctuate correctly:

(1) Transposed phrases.

(2) Words or phrases forming a series.

2. *Nouns and Pronouns:*
   a. To recognize a few commonly used nouns which are either always singular or always plural, and use the right verbs, pronouns, and adjectives with them — as *scissors, trousers, falls, woods, news, measles, mumps.*
   b. To use the correct pronoun forms: as predicate pronoun; as object of a verb; as object of a preposition (when these objects are compound or consist of a pronoun in combination with a noun, as, *us girls*).
   c. To see that pronouns refer clearly to their antecedents and agree with them in number.

3. *Verbs:*
   a. To use correctly the principal parts of all the irregular verbs in common use.
   b. To distinguish between the verbs *lie* and *lay; sit* and *set; rise* and *raise,* in all their forms.
   c. To avoid changes of tense in narratives whether spoken or written.

4. *Adjectives and Adverbs:*
   a. To distinguish adverbs from predicate adjectives, and use each correctly.
   b. To form and use comparatives and superlatives correctly. (The terms "comparative" and "superlative" are non-essential.)

      In this connection, the pronoun form to use after *than* should be taught, and the reason made clear.

5. *Prepositions:*
   a. To recognize a preposition as a word that joins the noun or pronoun in a phrase to the word which the phrase modifies.

b. To note some of the common relations shown by prepositions, and use those prepositions that will express the relations intended; especially to discriminate between prepositions often confused with each other as: *at* and *to*, *between* and *among*, *in* and *into*, *with* and *by*.

c. To eliminate needless prepositions and others that are not properly used; as,

Where is he at?
Where have they gone to?
Take the book off of the table.
She sits right in back of me.

Eighth Grade

New Aim.—To develop a growing power to fit the sentence to the thought by teaching in a simple and practical way the differences between simple, compound, and complex sentences; their respective values in expressing thought; the correct uses of the various clausal connectives; and the necessity of subordinating the minor thought in a sentence.

Continuation of Former Aims. — All the aims stated in the outline for the seventh grade are still to be kept in view.

Subject Matter. —

Oral and Written Composition

1. *The general suggestions* for composition in the seventh grade apply to the eighth grade also.
2. *Forms of oral composition* especially valuable in this grade are:
   a. Practical exposition: telling how to reach a certain place, how to play a game, how to do a certain piece of work, and so on. Let the test of excellence be the clearness of the explanation in the opinion of the members of the class.

b. Informal discussion and short formal debates on topics of interest to the class.

c. Reports of books or magazine or newspaper articles, with the purpose of interesting the class in that which has interested the speaker.

3. *Forms of written composition.* Written and oral composition should be closely correlated, as in the seventh grade. Narrative and simple explanation are still the main forms of written composition to be employed. Letter writing is important. Business letters[1] should include letters of inquiry, letters answering inquiries, and applications for positions. Tact and courtesy in business letters should be stressed. Advertisements and telegrams give excellent practice in clearness and brevity. The more formal compositions should still be short, as a rule, but the class should sometimes work out together an outline for a broader subject, each pupil afterwards writing on a single phase of that subject. The children should not be taught to divide a composition into introduction, body, and conclusion; but they should be led to see the value of a suitable beginning and ending and of good organization throughout.

Material for Oral and Written Composition.

1. *Principles of choice:*

The same as in the seventh grade.

2. *Sources:*

Home, school, and social life; travel, excursions, outings; the natural and social environment of the children.

[1] In the second term it is well to require a series of letters growing out of a supposed business transaction.

Current events — local, national, and world-wide, in which the pupils are vitally interested.

Literature, used in the various ways indicated in the course of study for the seventh grade.

Other subjects of the curriculum when the material is so fully realized as to be a part of experience.

Vocational topics: as, what the pupil would like to be or do; various occupations — their desirability and the qualifications necessary for success; local industries; opportunities open to boys and girls.

3. *Supplementary exercises* (to be used as needed):

Copying, dictation exercises, and exercises in the pronunciation and use of words, as in the seventh grade. Also, exercises in arranging in orderly sequence, to form a short paragraph, a group of related but disarranged sentences.

Applied Grammar

B Eighth Grade

1. *Good usage:*

Continued review of points of good usage that have not become habitual.

Drill from time to time in certain points of good usage not previously emphasized.

a. Agreement of verbs and pronouns with nouns modified by *every*, *each*, or some other distributive word; also with singular nouns connected by *or* or *nor*.

b. Agreement of the verb with the subject in sentences introduced by the expletive *there*.

c. Correct use of the relative pronouns *who*, *whom*, *which*, *what*, *that* (to be taught in connection with the adjective clause).

2. *Sentence work:*

Exercises adapted to give some degree of skill in the use of compound sentences and short complex sentences.

a. Combining short, choppy sentences to form compound sentences, the combinations being such as to require a variety of coördinate connectives. Teach the terms "conjunction" and "clause" in this connection.

b. Determining whether two or more given thoughts should be expressed in a compound sentence or in separate sentences, and constructing the sentences accordingly.

c. Abridging compound sentences by changing them to sentences with compound subjects or predicates or by changing one member to a phrase, as: *I rambled about for a time, and then I sat down to rest. After rambling about for a time, I sat down to rest.*

d. In connection with the above exercises, teach the punctuation of the compound sentence.

3. *Adjective clauses:*[1]

a. Expanding adjectives and adjective phrases into clauses. Teach the term "adjective" clause.

b. Combining sentences by substituting *who, which,* or *that* for a personal or a demonstrative pronoun, as: *Yesterday I met a boy. He was a schoolmate of mine last year.* In this connection, teach the correct use of the relative pronouns.

[1] The work with adjective and adverbial clauses should lead to the concept of a subordinate clause as a clause that has the use of a part of speech, and of a complex sentence as a sentence consisting of a principal clause and one or more subordinate clauses.

c. Combining sentences by substituting *where* or *when* for *here, there, at that time,* and the like, in sentences so related that the resulting clause will be adjective in use, as: *This is the house. My friend lives here.*

d. Improving compound sentences by changing one member to an adjective clause; as, *The boys found an old boat and it had a pair of oars in it.*

3. *Adverbial clauses* (of time and place only):[1]

a. Combining sentences by means of a variety of time and place connectives, and noting the adverbial use of the subordinate clauses in the resulting sentences and the different time relations expressed by the connectives.

b. Transposing adverbial clauses for effectiveness. In this connection, teach the punctuation of transposed clauses.

Applied Grammar

A Eighth Grade

1. *Good usage:*

Continued review of points of good usage that have not become habitual.

The following additional points:

a. Agreement of the verb with the subject in sentences in which an intervening phrase is likely to cause mistakes, as: *Custer, with all his men, was slain,* and in sentences in which the subject is a distributive word.

[1] The work with adjective and adverbial clauses should lead to the concept of a subordinate clause as a clause that has the use of a part of speech, and of a complex sentence as a sentence consisting of a principal clause and one or more subordinate clauses.

b. The correct use of *shall* and *will* in the first person, in statements and in questions.

c. Formation and right use of the perfect tenses.

d. Sequence of tenses. (To overcome the confusion of tenses frequently observed in eighth grade children, both in speech and writing.)

e. The use of *were* in the singular in wishes and suppositions contrary to the fact.

f. The correct use of *any* and *either*, *neither* and *none*, *each other* and *one another*.

2. *Sentence work: Adjective clauses:*

a. Exercises to teach the proper position of adjective clauses.

b. Exercises in transforming adjective clauses to phrases and the reverse, for variety and effectiveness. Participial and appositive phrases may be introduced in this way. A simple explanation of the terms participle and appositive may be given.

3. *Sentence work: Adverbial clauses:*

a. Combining sentences by means of a variety of subordinating conjunctions, and noting in a simple way the various relations expressed — cause, condition, manner, and so on.

b. Arranging for clearness and emphasis sentences containing adverbial clauses, and punctuating them correctly.

c. Supplying appropriate connectives to express various adverbial relations. The word *like* as a clausal connective should be eliminated.

4. *Sentence work: Complex sentences:*

   a. Combining a main thought and a subordinate thought into one sentence in two or three different ways by the use of appropriate connectives.

   b. Changing compound sentences to complex to secure greater compactness and unity.

   c. Changing complex sentences to simple ones by substituting phrases for clauses.

   d. Occasional broad analysis of short complex sentences to discover the main thought and the subordinate thought, how they are related, and why the sentence is punctuated as it is; also to discover the subject and predicate of the sentence as a whole.

   No detailed analysis; no parsing; no diagraming.

PART TWO — AN INVESTIGATION OF PREVIOUS ATTEMPTS TO REDUCE ENGLISH IN ELEMENTARY SCHOOLS TO ITS MINIMUM ESSENTIALS

Grammar

The first organized attempt to eliminate useless material from the elementary curriculum had its beginning in the year 1903, when a Committee on Economy of Time in Elementary and Secondary School Subjects was appointed by the National Council of Education. Ten years later the results of its deliberation up to that time were published as Bulletin 38 of the Bureau of Education. The report was entirely general in its scope.

Meantime a committee from the National Department of Superintendence had been appointed to coöperate with the committee of The National Council. The first report of this committee was published in the *Fourteenth Year Book of the National Society for the Study of Education*. In the first part of the report three means of economizing time in education are discussed:

(1) Elimination of non-essential subject-matter; (2) improvement in methods of teaching and learning; and (3) a reorganization of the school system and the course of study.

The latter part of the report is devoted to elementary school subjects, each of which is treated by an expert cooperating with the committee.

The language problem is discussed by James Fleming Hosic, under the title, "The Essentials of Composition and Grammar." After setting forth the basic principles that should guide the work of the committee, and speaking briefly on composition, Dr. Hosic remarks: "The most

pressing problem is to decide what sort and how much of grammar to teach"; and he proceeds to discuss the three most important contributions up to that time toward the solution of this problem — the studies of Franklin S. Hoyt, Thomas H. Briggs, and W. W. Charters.

The investigations of Franklin S. Hoyt were published in full in 1906 in *Teachers College Record* under the heading, "The Place of Grammar in the Elementary Curriculum."

After tracing the history of English grammar teaching, Mr. Hoyt discusses the current arguments at the time of writing in favor of the study of formal grammar, which by investigation he had found to be:

a. It disciplines the mind.
b. It prepares for the study of other languages.
c. It gives command of an indispensable terminology.
d. It enables one to use better English.
e. It aids in the interpretation of literature.

He rejects the first three arguments as unsound. In regard to the last two, he says that he has found a great variety of opinion. He then proceeds to give an account of tests in formal grammar, composition, and interpretation, imposed by himself upon first-year high school pupils, the results of which tended to show that grammar, as then taught, had little or no effect on either composition or interpretation. He states his belief, however, that analysis properly conducted, would be an important tool in interpretation.

His conclusion is that the course in English needs readjustment and that grammar in elementary schools should be restricted to the study of the subject from the point of function. In accordance with this conclusion, he gives a brief outline of grammatical essentials, which nearly corresponds in content to the course of study in "Applied Grammar"

prepared by the Committee on Learning to Speak and Write English.

The article by Thomas H. Briggs referred to by Dr. Hosic is to be found in *Teachers College Record,* Vol. XIV. It is entitled "Formal English Grammar as a Discipline."

The author defines *formal grammar* as "grammar highly organized and taught as a strict science, chiefly for its own sake or as a discipline of the mind"; and he urges that the distinction between formal and functional grammar be kept in mind, because a failure to discriminate between them "beclouds the issue."

To discover whether formal grammar has any real value as a disciplinary subject, Dr. Briggs devised a number of psychological tests to determine whether the study of this subject has any effect upon the ability of children to see likenesses and differences, to reason, to critically test a definition, and so on, in other subjects than grammar. The first experiment was undertaken in the seventh grade of the Horace Mann School. Later, the tests were given in several other schools. The results led Dr. Briggs to this conclusion: "These particular children, after the amount of formal grammar that they had (three months) do not, as measured by the means employed, show in any of the abilities tested improvement that may be attributed to their training in formal grammar."

The study made by W. W. Charters was still in progress when Dr. Hosic wrote. He says of it:

"Positively, the study seems to show that there are a number of grammatical principles which should be well taught. Among these are:

1. Proper contrasted with common nouns.
2. The possessive of nouns.
3. The formation of plurals.

4. Inflection of pronouns.
5. Uses of relative pronouns.
6. Cardinal and ordinal numerals.
7. Comparison of adjectives.
8. Verbs as to kind, mode, tense, and voice.
9. Adverbs as distinct from adjectives.
10. Idiomatic uses of prepositions and conjunctions.
11. The placing of modifiers.
12. Double negatives.
13. Syntactical redundance.
14. The sentence as a unit."

The use of the regular terms for grammatical concepts whenever there is occasion to speak of these concepts is advocated.

A complete account of the investigation made by Professor Charters and the conclusions drawn by him is contained in the *Sixteenth Year Book*. His studies were altogether different in aim, and hence in method, from those of either Mr. Hoyt or Dr. Briggs. He assumes that the purpose of grammar in elementary schools is the "improvement of speech through correction of errors." The aim of his investigations, therefore, is to discover the common speech errors of children and the relative frequency and importance of these errors, and to base a course in grammar upon the discoveries made.

Several other studies of children's speech errors were made in various parts of the country about the same time as those of Professor Charters, and these are cited in his report. The studies discussed are:

1.	First Kansas City Study	January, 1915.
2.	Northern Illinois Study	May, 1915.
3.	Boise City Study	June, 1915.
4.	Second Kansas City Study	June, 1915.

5. Cincinnati Study	September, 1916.
6. Speyer School Study	
7. Bonham, Texas, Study	(Unpublished when the re-
8. Columbia, Missouri, Study	port was written.)
9. Detroit Study	

All the above except one are teachers' collections of errors observed by them among their pupils. The exception is the Speyer School Study, which is a stenographic report of oral errors.

The two Kansas City studies — the first oral, the second written — were made under the direction of Professor Charters. They were supplemented by the Detroit study, the Detroit errors being classified in the laboratory of the University of Missouri, and also by the studies made at Bonham and Columbia. The oral errors collected numbered 18,000. In Kansas City, written errors were collected from 5000 pages.

The Speyer School Study — 1040 pages of stenographic reports — reveals a large number of sentence errors, chiefly incoherence. The other studies of oral errors are concerned wholly or chiefly with words. They show a striking similarity in the relative frequency of errors of different types. In all of them verb errors largely predominate. In the sixth and seventh grades of the Kansas City schools, these constitute 57 per cent of all the errors reported. By far the most frequent verb error is confusion of the past tense and past participle of irregular verbs, and fourteen verbs furnish 85 per cent of these errors. The double negative furnishes 11 per cent of the total number of errors. Among the parts of speech, the pronoun, as would be expected, ranks next to the verb. All these facts and others of the same sort suggest very definitely where the emphasis should be placed in teaching correct usage.

The course of study in grammar for the Kansas City schools based upon the investigations described above makes the following requirements not included in the course of study prepared by the Committee on Learning to Speak and Write English.

1. The study of gender, "because of the failure of pronouns to agree."
2. The indirect object, "that children may see that verbs may be followed by two words in the objective."
3. Classes of pronouns.
4. The following classes of adjectives: demonstrative, cardinal numerals, ordinal numerals, proper adjectives.
5. Classes of verbs: transitive, intransitive, copulative.
6. Voice, "because of the use of the past participle in the passive form."
7. The infinitive, to guard against the split infinitive.
8. Parsing. The following direction is given for parsing nouns: "In parsing a noun, its gender, kind, number, case, and syntax must be stated."

The committee sees no sufficient reason for including any of the above requirements in a course of minimum essentials. But the errors listed in the various studies cited by Professor Charters form the basis, in part, of the findings of the committee listed under the head of "Good usage" in the lower grades and "Applied Grammar" in the upper grades. As to parsing, it is the opinion of this committee that it does not promote good usage in the slightest degree.

The only sentence work required in the Kansas City course in grammar is analysis, and this is confined to "sentences involving potential errors." This committee believes the lack of constructive sentence work to be a weak point in this course of study.

The most recent contribution to the literature of minimum essentials in English was published in *The English Journal* for March, 1919. It is a preliminary report of the grammar subcommittee belonging to the Committee on Economy of Time appointed by the National Council of Teachers of English. The personnel of the committee is such as to command a respectful consideration of its views. Its aim is "to determine the fundamentals, *the topics that unquestionably must be taught* if the purposes of English instruction are to be realized."

The committee thus states the purposes of grammar teaching:

1. English grammar is to be taught to serve the purpose of instruction in English, and not to prepare for or aid in the study of foreign languages.
2. Its greatest contribution is to the mastery of the sentence.
3. It must also deal with the problem of accepted usage.

The body of the report consists of a discussion of the second and third purposes and a statement of the conclusions drawn.

In regard to "the grammar of sentence mastery," the committee holds that the "unfailing recognition of sentences, and their proper indication in speech and particularly in writing" should be established in the first six grades without the use of grammatical categories or principles, "though there seems no good reason for dodging grammatical terms — particularly subject, verb, modifier — when they may be useful." In the seventh, eighth, and ninth grades, attention should be given to a few other fundamentals which in the opinion of the committee are essential to such a degree of sentence mastery as may be reasonably expected of children at this stage of development.

The Committee on Economy of Time regards the grammar of accepted usage as distinctly of minor importance in comparison with the grammar of sentence mastery. It needs to be noted, however, that this committee excludes from the realm of grammar all facts of syntax, inflection, and idiom which in its opinion can be taught without grammatical categories and definitions; as, the possessive forms of nouns, the capitalization of proper names, the correct use of the past tense and the past participle, and the correct expression of the negative.

Excluding all such facts, the committee summarizes grammatical essentials as follows:

Topic 1. Clause; subject and verb (distinguished as asserting word only; no classification) — for sentence mastery.

Topic 2. Dependent clause, subordinating conjunctions and relative connectives — for sentence mastery.

Topic 3. Coördinating conjunctions (*and*, *but*, *for*, *yet*, *or*, *so*) distinguished from adverbs like *then*, *therefore*, *however* — for sentence recognition.

Topic 4. Pronouns for coherence and for possessive inflection.

Topic 5. Modifiers, clearly traced to what they modify — for coherence.

Topic 6. Past and present perfect tenses — for distinction in meaning.

Topic 7. Prepositions — for correct usage: distinction from conjunctions; objective case of pronouns.

Topic 8. Adjectives and adverbs — distinguished for correctness.

It will be seen that this report differs fundamentally from the Charters report in two particulars: (1) in the stress placed upon sentence mastery, (2) in a simpler, less technical

method of dealing with matters of correct usage. The first difference is precisely the difference between "grammar based on errors" and "functional grammar." Allen Cross, of the State Teachers College at Greeley, Colorado, thus defines this difference in an article in the *Elementary School Journal*, 1917–18: "Grammar based on errors catalogues the formal errors and tries to eradicate them. Functional grammar does the same. And then it goes on to direct the child in the methods at his command to construct sentences. Both are intelligently corrective. The latter is corrective and constructive."

It is functional grammar that is recommended in the report of the Committee on Learning to Speak and Write English. This report is in substantial agreement with that of the Committee of the National Council of Teachers of English. The apparent divergence as to the number of essential topics arises mainly from the fact that this committee has included under the head "Applied Grammar" all topics that concern the correct use of grammatical forms, even though they are treated without grammatical terminology or formal definition. Moreover, the committee of the National Council does not aim to give a course of study in detail, but only the broad topics on which such a course may be based.

Through all these attempts to reduce grammar to its minimum essentials there runs a single purpose: to teach only those grammatical facts that function in speech, and to apply them continually so that they may function.

Composition

For several years the efforts made to reduce elementary English to its minimum essentials centered upon the problem of grammar. The earliest discussion of minimum essentials in elementary composition that has come to the notice of this committee is the report of a committee of the National

Council of Teachers of English, published in *The English Journal* for May, 1914. It is entitled "The Articulation of the Elementary Course in English with the Course in English in the High School."

The report is based upon the answers received to a questionnaire sent by the committee to a large number of teachers in high schools and in elementary schools and to superintendents and principals. In summarizing existing conditions as revealed by these answers, the committee states that it has found the requirements in English for the elementary schools "too many, too heavy, and too vague." It presents its own findings concerning the minimum essentials in elementary language work as follows:

1. The instruction in composition should aim chiefly at the attainment of skill in the use of sentences and the arrangement of paragraphs.
2. The little grammar taught should be constructive throughout, and constant application of principles learned should be made by drills in the correction of faults found in the pupils' compositions.

Lists of specific topics to be taught in both grammar and composition are given. The list of topics in grammar does not differ essentially from some of those considered already. The committee says, "The test of a pupil's knowledge of grammar should be his ability to make use of it in speech and writing." The topics for composition are as follows:

1. The ability to use the voice effectively; *i.e.* intelligibly and pleasantly.
2. The ability to answer questions accurately and to the point.
3. The ability to select appropriate paper for different occasions.

4. The habit of neatness in the preparation of manuscript.
5. The tendency to do some kind of *simple* preliminary framing, or outlining, of ideas before writing.
6. The tendency to review the work for general and local blunders.
7. The tendency to avoid needless repetition of structure and words.
8. The mastery of the spelling of common words in the pupil's vocabulary.
9. The tendency to get the spelling of new and unfamiliar words likely to be used.
10. Plain punctuation and capitalization.

The ability to use a dictionary or other work of reference "with ease and certainty" is also named as essential.

Among the topics rejected as not belonging to the elementary school are the analytical study of the paragraph and of forms of discourse, both of which were found by the committee in many elementary courses of study.

In 1917, Sterling Andrus Leonard published a little book entitled *Composition as a Social Problem.* In the chapter on "Evolution and Attainment of Expressional Standards," he distinguishes between two kinds of language difficulties — forms that are positively right or wrong, and those that are "simply more or less clear and forcible and pleasing ways of expression."

Under the first he includes: (1) essential grammatical forms; (2) necessary principles of punctuation; (3) essentials in spelling and pronunciation; (4) "certain further courtesies of speech and writing, such as decent posture and address, good appearance of manuscript, clear-cut enunciation, and avoidance of coarse slang and argot." Of these he says that they "must be thoroughly drilled into habit; they are minimum essentials."

Under the second head, Mr. Leonard considers effectiveness in sentence building and in word choices. Growth in these, he says, requires "ordered growth in a child's thought-power and appreciations." The teacher must "help him to discover and formulate such principles as he can come at," but the child will need to adapt these principles to each new situation. Here the process is not habit forming, but acquiring power, and the results must necessarily be incomplete and varying.

In the chapter on "Prevision of Ideas," the author enforces the necessity of teaching children from a very early period to organize their thoughts in simple fashion, with the motive of making clear and pleasing to their hearers or readers what they speak or write. The actual method of work in solving organization problems he would leave to the individual child. He suggests, however, certain definite exercises as a training in the orderly arrangement of thought. In discussing the various types of organization, he says that at least up to the seventh or eighth grade, subjects that admit of the time order — stories and explanations of processes — should prevail.

Standards in English, by J. J. Mahoney, is especially clear, brief, and definite in its statements of minimum essentials for the elementary course, and it so divides the work among the several grades that definite goals are constantly kept in view. Briefly put, the minimum requirements for the entire course are these:

1. In oral English:
    a. Grammatical correctness.
    b. Good sentences.
    c. Orderly arrangement.
    d. Clear articulation and correct pronunciation.
    e. Natural tone of voice and correct inflection.

2. In written English:
   a. Grammatical correctness, good sentences, and orderly arrangement, as in oral English.
   b. Correct spelling of common words.
   c. Correct punctuation (terminal punctuation and simple uses of the comma).
   d. Absolute mastery of the ordinary forms of letters, both social and business.

To these requirements in expression and mechanics must be added the quality of interest, growing out of free self-expression.

Mr. Mahoney regards the building up of a vocabulary as important, especially in the upper grades, where the children's reading gives a wide opportunity for increasing their stock of words. He would seek especially to increase the usable number of verbs and adjectives, and to develop discrimination in the choice of connectives. The mastery of the sentence, however, he considers "the most important point that the teacher has to handle"; by "mastery" he means only knowing when a sentence begins and ends, and thus avoiding the *and* habit, the comma fault, and the use of a clause or a phrase for a sentence.

Of paragraph study Mr. Mahoney says, "It is a doubtful question if the paragraph idea can be really taught at all in the elementary school without the expenditure of a disproportionate amount of time."

Valuable work has been done and is being done in the use of tests and measurements to determine children's composition ability and the relative value of different types of composition. These should establish a scientific foundation for the construction of minimal courses in composition in the future. A few of them may be spoken of here.

In the *Fourteenth Year Book* Dr. Hosic describes an

experiment made to test the truth of these three propositions:

1. Oral composition is itself an important part of the English work of the high school.
2. Oral composition requires relatively less time from the teacher than written composition.
3. Proficiency in oral composition carries over into written composition.

One ninth grade class had only written exercises during a semester; the other had a combination of two-thirds oral and one-third written. The same written tests were given both classes at the beginning, middle, and end of the term. Of the twenty-two schools that carried on the experiment, more than half reported greater improvement in the combination sections, while only two reported less improvement. It was therefore recommended that oral composition be a part of the English work throughout the high school course. Although this experiment was made in the ninth grade, the results are at least equally significant for lower grades.

The *Seventeenth Year Book* contains an article by Dr. Hosic entitled "Standards in the Elementary School Arranged to Show the Minimal Performance in Grades Two to Eight." It forms a part of the third report of the Committee on Economy of Time. The article includes: (1) an account of composition measurements made in the Parker Practice School, the conditions under which the compositions were written and the manner in which they were examined and graded; (2) a set of compositions for each grade. The compositions are marked S (superior); E (very good); GG (good in thought and form); PG (poor in thought and good in form; GP (good in thought and poor in form); F (fair, or passing). In the opinion of the examiners, the F papers furnished the fairest standard of minimal accomplishment.

"Measuring English Composition in the Sixth Grade" is the title of an article by Frederick S. Breed and F. W. Frostic, published in the *Elementary School Journal* for January, 1917. It is an account of the construction of a scale through a composition test given to a selected sixth grade "as good as any in the city," in each of ten Michigan cities. The values of the compositions were carefully determined according to a system that is described in the article.

As the grades tested were above the ordinary, the compositions chosen "probably represent," in the opinion of the writers of the article, "a desirable standard of attainment for sixth grade classes."

The pamphlet of nearly 158 pages published in 1917 for use in the public schools of Detroit, and compiled by Mr. S. A. Courtis and Miss Clara Beverley is an extremely valuable piece of work. It consists of a large number of compositions arranged in sets. The first five sets, each containing ten compositions, have been valued in terms of the Hillegas scale. These sets illustrate composition in Grades III–VIII. The next set, of thirty-five papers, is the work of a sixth-grade class. There are several other sets, some of them including letters. The pamphlet contains also helpful discussions of scales and their uses.

All these publications are indicative of the widespread interest in establishing courses in composition on a solid basis of scientific fact by finding out what children in different stages of development are really capable of accomplishing and seeking to meet their needs.

Respectfully submitted,
Josephine E. Seaman.
Chairman.

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GEOGRAPHY

Method in Shaping Course

The Committee appointed to make a course of study set itself a definite task, that of eliminating everything which was not indispensable. The problem has been a difficult one, owing to the large field covered by the subject, and the fact that the explanation of any one phase of the subject requires for its understanding so much knowledge of other points which are related yet seemingly remote. Dr. Fairbanks has said very pertinently that geography is more like philosophy than any other subject, since it depends upon other bodies of knowledge for its own existence. In submitting this report we do not dare to claim that we have settled definitely what the minimum essentials are in geography.

To assist us in our endeavor, two questionnaires were prepared and sent out. One set was designed to find the part geography plays in the lives of individuals who are no longer in school; the other was submitted to high school students, most of whom were in their senior year.

Questionnaire No. 1: Submitted to business men.

Occupation .....

Did you receive your elementary education in:

a. City school?
b. Country school?

(In answering questions try to disregard war situations.)

1. Have you used and do you now use the geography learned in school?

2. Did your teachers make use of excursions? Would they have been of value?
3. Have you secured most of your geographic knowledge from your school days or since then?
4. Do you often have occasion to use maps, atlases, globes, etc.? For what do you refer to them?
5. Has a general knowledge of geography contributed to your understanding and enjoyment of life?
6. Is a detailed knowledge of your own locality of value to you in your business?
7. To what part of the world's geography do you refer most often?
8. What do you consider the most serious defect in the way geography was taught to you?

Questionnaire No. 2: Submitted to high school seniors.

Sex..... Age.....

Did you receive your elementary education in:

a. City school?
b. Country school?

1. In what grades and for what reason did you enjoy geography?
2. What parts of geography did you enjoy most when you were in the grades?
3. In what ways have you found that the geography you did retain from the grades has been of use to you in your later high school work?
4. For what kind of geographic information which your elementary school should have given you, and did not, have you felt a serious need during your high school work?
5. To what countries and to what phases of the world's geography do you refer most often?

6. If you have occasion to refer to maps, atlases, globes, etc., for what purpose do you consult them?
7. Would excursions have been of value to you if your teachers had made use of them?
8. Do you wish you had had geography through the eighth grade?

Answers to Questionnaires. — Of the 185 persons returning answers to the first questionnaire, there were:

Teachers	85	Ministers	2
Department store workers	45	Employee P. E. R. R.	1
Shipyard workers	16	Metal worker	1
Bankers	6	Carpenter	1
Farmers, cattlemen	4	Auto painter	1
Housewives	4	Bookkeeper	1
Engineers	3	Police officer	1
Librarians	3	Jeweler	1
Commercial salesmen	3	Barber	1
Post Office clerks	2	Not stated	4

In addition, personal interviews were sought with a number of representative business men.

Of the 489 high school students responding to the second questionnaire there were: 164 boys and 325 girls.

Education received in:

Business group		*High School group*	
City schools	98	City schools	291
Rural schools	46	Rural schools	14
Both	21	Both	21
Private, parochial	5	Not stated	107

Deductions Tabulated from Answers. — To the enthusiastic geographer there were many significant pointers in the answers to the questions. A considerable number of the

group reached common conclusions noteworthy among which are the following:

Instruction

It is evident that there is a lack of vitality in the teaching of the subject of geography.

There should be reference material used and more careful teaching of the use of such material.

In spite of the emphasis upon place geography in much of the present-day teaching of the subject, locations are not known or well fixed.

Geography teaching needs an epidemic of excursions.

Service of Geography

Much of the utility of geography lies in the contribution this study makes to the understanding and enjoyment of life.

It is more important as a background in the study of other subjects and for general reading.

Subject Matter

"The proper study of mankind is man" — The most interesting phase of geography is the study of people.

A thorough knowledge of the United States and Europe seems to be the most needed.

To know the geography of the locality in which one lives is desirable.

Age When Most Effective

The sevènth grade is at the peak of the enjoyment curve.

There is a need for more geography in the upper grades and high school at the age when students are mature enough to appreciate relationships.

Aim for Teaching Geography

The answers received strongly stressed the need of a clue to the relationships between geographic influences and the successes or failures of people in their natural environments as well as the manner in which diverse nations affect each other socially and economically. It seems evident, therefore, from the reports that geography should be taught with the following aim: To make us sympathetically acquainted with other folk that the interdependence of the peoples of the earth may be fully realized.

Definition of a Minimum Essential

The Committee is obliged to acknowledge that many estimable people have managed to live useful lives with little or no geographic information. But when groups of representative citizens and students declare that geography is invaluable as a contribution to their understanding and enjoyment of life, we consider ourselves justified in outlining the more important of the facts and principles of the subject which shall prepare our boys and girls for a fuller and more intelligent appreciation of the world in which we live.

"It is not facts, but systems of facts, which constitute minimum essentials in geography." The Committee feels that there is no one fact of sufficient importance for every child to know but in order for children to "geographize" there must be a richness of raw materials through which to see relationships and from which to draw conclusions. Eliminations in geography, therefore, are to be accomplished more through relating data to their proper subordinations than in attempting to reduce the number of facts taught.

Our research has shown us that every trade and profession which uses the subject requires a specialized phase of geography and proceeds to secure what is essential to its needs. If

we but knew what the child's life work is to be, our efforts could be directed to some purpose. Since we have not this knowledge we must shape a course which shall be useful to all classes of society. With the aim we have chosen and with a careful observance of the definition of a minimum essential as set by ourselves, we have endeavored to include mainly what we have discovered from our own experience as teachers to be the important phases.

We firmly believe that there are certain facts of information, certain underlying principles governing the lives of people, certain ruling geographic concepts forming a very desirable body of knowledge for every citizen who deems himself intelligent. The assembling of these data will depend specifically upon the purpose with which the units of work are approached, upon the locality where the subject is taught, and decidedly upon the age and interests of the students; but in each case, enough data must be gathered to make clear the concept. In general, then, any geographic fact, principle, or the handling of any equipment which shall be of vital help in aiding the student to accomplish the aim for which the subject is taught, shall constitute a minimum essential in geography.

Material Points Desirable

Below is listed the material which in the judgment of the Committee should constitute the body of geographic knowledge essential to create in the student a sympathetic understanding of the life problems of other peoples. The age of the pupil will determine the intensiveness of the study.

Data for the understanding of peoples: —

How people live and work in polar regions.
How people live and work in arid and semi-arid lands.
How people live and work in the tropical belts.

How people live and work in temperate areas.

How people, plants and animals are affected by:

1. The changes of seasons.
2. The distance from the equator and the angle of isolation.
3. The difference in the length of day and night.
4. The wind systems and their effect upon temperature and rainfall.
5. The difference in the heating of land and water and the effect of distance from the sea.
6. The topography of the land and the shape of the coast-line.

How people are influenced by the processes which alter the surface of the earth:

1. The work of running water, ground water, waves.
2. The work of the atmosphere.
3. The work of snow and ice.
4. The effect of earthquakes and volcanoes.

How men of different regions are dependent upon each other.

How man overcomes his geographic environment.

How the prosperity of peoples is determined by the natural distribution and by the methods of production of the great world products. (Choice of these products for study should be conditioned by the pupils' experiences.)

How man is prospered or hindered by the means he has for transporting his products to markets.

How cities come to be located where they are as markets for the commodities produced by different groups of peoples.

How the people of a nation are prosperous or backward according to whether their type of government is strong and enlightened or weak and unprogressive.

The locations (thoroughly taught) of any places, by their cities, oceans, rivers, etc., which become vital in working out

the problems which the pupils or teachers set in the class discussions.

Suggested Units for Study

A careful study of the responses to the questionnaires corroborated the conviction, already held, that the chief weakness in the teaching of geography is its lack of vitality. In real life, difficulties issue a challenge to activity. This challenge constitutes a problem which must be solved. Any subject matter becomes vital as it teases the student into making effort for himself. We, therefore, strongly recommend the use of the problem-project method in the administration of this course of study, wherever practicable, since this method more than any other approximates the conditions under which geographical information is used in real life.

The problem in geography can be defined just as it is for arithmetic. It is a task set for solution, data being given or sought, which, when properly applied through the use of a guiding principle, will result in the form of an answer.

The greatest difficulty in administering any course of study by the use of the problem-project method comes through the lack of good supplementary material for use in the hands of the children. Good books can be had; the public must be educated to the need and to the will to provide these references.

The emphasis in the lower grades is placed upon the lives of people and industries; in the upper grades upon trade relations.

B Fourth Grade

Unit: — 'How children work and play in other lands.

1. Children who live in the hot belt.
2. Children who live in the cold lands.
3. Children who live in the temperate regions where our home is.

Geographic concepts and abilities to be retained from the study of this unit:

The earth is round. It turns upon its axis as it swings around the sun space. It is made of water and land and air. There are six large masses of land called continents and a number of smaller bodies of land, called islands. The water of the earth is called the oceans. There are five oceans.

People live upon the land. Some live where it is very hot; some where it is very cold; some where it is temperate, with a warm season and a cold season in one year.

Some folks live among high mountains; others have homes on wide plains; some dwell on islands; some are found in dark forests; some wander about great deserts. All these people must strive for something to eat, clothes to wear, and must build houses to live in. Some work to make money to buy food, clothes, and houses. Nearly everyone likes to play. Nearly everyone, at times, goes from place to place or travels. Many people have animals to help them do their work. Some use machines to get more work done. Some sell the goods that others make.

Some of these people live east of us, some west, some south, some north. We can trace the way to their homes on a map.

A Fourth Grade

Unit: — How people live and work in North America.

An extensive study of the continent through typical industries.

People at work:

The farmer	The lumberman
The dairyman	The miner
The fisherman	The manufacturer
The stockman	The shipper
	The merchant

Geographic concepts and abilities to be retained from the study of this unit:

A clear understanding of the conditions under which the workers of our country and continent perform their labors.

The necessity for and the dignity of labor.

Every occupation has its own geographic conditions, and its own sort of handicaps.

Every group of workers needs the products of some other group.

All products, except minerals, depend upon the soil and climate of a locality.

The names, location, and spelling of the countries of North America; of the bodies of water surrounding it; of the chief physiographic divisions of the continent; of the important lakes and rivers.

B Fifth Grade

Unit: — California and her relationship to the rest of the United States.

The United States treated extensively.

Geographic concepts and abilities to be retained from a study of this unit:

An intelligent understanding of the geographic conditions which cause the people of California to live as they do.

Ability to observe surroundings closely and to interpret observations intelligently; to assemble material discriminatingly and to use and organize it effectively.

Deepening of the feeling that all people labor for a livelihood and that the prosperity of a people depends upon their industry and vision.

California a part of a larger group, the United States.

The dependence of California upon other parts of the United States; her contributions to other states; means of transportation and communication.

California's advantages over some regions; her lacks as compared with others.

Other regions of United States where California's typical industries and products are found.

The physiographic regions for California and the United States; names; locations; spelling of all terms used; chief cities, rivers, water bodies, mountains, etc.

Ability to draw rapidly, free-hand, the map of the state, locating the chief points of interest or importance.

A Fifth Grade

Unit: — California's Pacific neighbors and her relation to them: China, Japan, South America.

Geographic concepts and abilities to be retained from the study of this unit:

The meaning of the statement: "Other people are not queer; they are just different."

An understanding of latitude and reasons why it grows colder as the distance is traveled toward the poles and hotter as one nears the equator.

The fact and the simple statement of the causes of the change of temperature with altitude.

The fact of the wind belts, their location, their effect.

Knowledge of how rainfall is conditioned by wind direction and land surface.

Deepening of the notion of the effect of the physical conditions of regions upon the lives of human beings, animals, and plants.

Ability to compare and contrast the physiographic features, industries, products, and living conditions of man in North and South America and in Asia.

Ability to use and read maps readily.

Ability to draw quickly, free-hand, a map of South America, locating points of chief importance.

Ability to read freely and understandingly simple references relating to the topics discussed.

The names, proper pronunciation, and spelling of the countries and cities discussed; the same for any typical terms used.

B Sixth Grade

Unit: — Mediterranean countries of Europe and their colonies; Palestine.

A Sixth Grade

Unit: — Countries of northern Europe and their colonies.

Geographic concepts and abilities to be gained from these units:

Recognition of the effect of westerly winds and ocean currents upon the temperature and rainfall of western Europe.

Realization of the part played in the climate of Europe by its location and topography; the influence of climate upon the lives of the people and the products.

Acknowledgment of the debt we owe to the peoples of Europe for our own class of citizens, our form of government, our history, our art, our literature, as well as for a considerable share of our everyday comforts.

A larger realization of the part the government and education of a nation play in its industrial prosperity and development.

Significance of location of cities, trade and transportation routes.

Ability to study independently, to work out a problem from references, to report clearly and logically the solution of problems.

Ability to follow understandingly the steps in the development of more and more complex problems.

Understanding of the meaning and significance of area, of density of population; use of scale of miles.

Proper pronunciation, spelling, quick and accurate location of all places studied.

B Seventh Grade

Unit: — The United States and its possessions as an agricultural, grazing and dairying, fishing, and lumbering nation.

A Seventh Grade

Unit: — The United States and its possessions as a mining, manufacturing, and commercial nation.

Geographic concepts and abilities to be gained from these units:

The greatest resource of a nation is an intelligent, progressive, energetic, democratic people.

The fact of the wealth of the resources of the United States and the ways by which her people must conserve them.

The laws which influence the manner in which commodities are produced, transported, and consumed.

The part the cyclonic circulation of the westerlies plays in the production of the three greatest of the soil products: wheat, corn, cotton.

The factors which govern the foreign trade of the United States.

The rank of the United States in the production and use of the great world commodities.

A sense of individual responsibility concerning the handling of our dependencies; for knowing our wards and our nearest neighbors so well that we may make no mistake in our dealings with them.

Ability to gather, graph, and interpret statistics of production.

Proper pronunciation, location, and spelling of the names of all places studied.

B Eighth Grade

Unit: — California and the Orient with South America considered in reference to trade relations.

Geographic concepts and abilities to be gained from this unit:

A knowledge that we must consider the tastes, customs, and prejudices of other peoples if the most thriving trade possible is to be carried on between peoples of different habits of thought.

A glimpsing of the future moving of trade across parallels from north-south and south-north directions instead of the east-west following of trade channels along parallels.

The application to this unit of all the principles developed in previous units.

A Eighth Grade

Unit: — The United States as a world power in her relations to the other great nations of the world.

Geographic concepts and abilities to be gained from this unit:

The realization of the aim for which the course is planned; the sympathetic understanding of other folk.

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Note: Every teacher of Geography should have on her desk the bibliography for geography material which is to be found in the *Journal of Geography,* 16: 361–403. June, 1918. It is very full and very valuable.

A good list of standard books for reference is contained in:

Modern Geography: — Salisbury, Rollin D., Barrows, Harlan H., and Tower, Walter Sheldon. Henry Holt, New York. 1913.

Brigham, Albert Perry, and McFarlane, Chas. T. — *Essentials of Geography.* List of books for reference: Book I, pp. 257–8; Book II, p. 411.

Atwood, Wallace W. — *New Geography,* Book II, Appendix, p. i: A list of books, helpful to teachers and pupils.

A Suggested List of Books for the Teacher's Reference Shelf:—

AREY, ALBERT LLEWELLYN and OTHERS — *Physiography for High Schools*. Heath & Company, Boston. 1911.

BARTHOLOMEW, JOHN GEORGE — *Advanced Atlas of Physical and Political Geography*. Oxford University Press, London. 1917.

BRUNHES, JEAN — *Human Geography*. Rand McNally & Company, Chicago. 1920.

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HERBERTSON, ANDREW JOHN, and FANNY LOUISA — *Man and his Work*, 3d ed. Black, London. 1914.

HUNTINGTON, ELLSWORTH, and CUSHING, SUMNER N. — *Principles of Human Geographhy*. Wiley, New York. 1920.

JACKSON, EDWARD PAYSON — *Earth in Space, or Astronomical Geography*. Heath & Company, Boston. 1910.

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ALLEN, ALICE E. — *Children of the Palm Lands.* Educational Publishing Company, Chicago. 1901.

BEALE, ANNE, and LOGAN, OLIVE — *Children of the World.* Educational Publishing Company, Chicago. 1904.

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CAMPBELL, HELEN MARY LEROY — *Little Jan, the Dutch Boy.* Educational Publishing Company, Chicago. 1905.

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CARPENTER, FRANK GEORGE — *Around the World with the Children.* American Book Company, New York. 1918.

CARROLL, CLARENCE FRANKLIN (Ed.) — *Around the World Series.* Silver, Burdett & Company, New York. 1910.

Book I: TOLMAN, STELLA W. C. — *Eskimos, Arabs, Dutch, Chinese, Japanese.*

Book II: TOLMAN, STELLA W. C. — *India, Scotland.*

Book III: TOLMAN, STELLA W. C., and JEROME, HARRIET L. — *Alaska, Mexico, Norway, Switzerland, Cuba, Philippines, Hawaii.*

CHAMBERLAIN, JAMES FRANKLIN — *Home and World Series.* Macmillan Company, New York.

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MILLER, HARRIET MANN — *Little People in Asia.* Dutton & Company, New York. 1904.

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HEADLAND, I. T. — *Our Little Chinese Cousin.*
MCDONALD, E. R. — *Our Little Canadian Cousin.*
MANSFIELD, B. — *Our Little Arabian Cousin.*
MANSFIELD, B. — *Our Little Hindu Cousin.*
PIKE, H. L. M. — *Our Little Panama Cousin.*

ROULET, M. F. — *Our Little Alaskan Cousin.*
ROULET, M. F. — *Our Little Australian Cousin.*
SHEDD, E. C. — *Our Little Persian Cousin.*
WADE, M. H. — *Our Little African Cousin.*
WADE, M. H. — *Our Little Eskimo Cousin.*
WADE, M. H. — *Our Little Philippine Cousin.*
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CHAMBERLAIN, JAMES FRANKLIN — *Home and World Series.* Macmillan Company, New York.

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Book III. *North America and United States.* American Book Company, New York. 1913.
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Winslow, Isaac Oscar — *Geography Readers.* Book II, *The United States.* Heath & Company, Boston. 1910.
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Barrows, David Prescott — *History of the Philippines.* World Book Company, Yonkers-on-Hudson. 1914.
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Gilson, Jewett Castello — *Wealth of the World's Waste Places and Oceania.* Scribner's, New York. 1913.
Gregory, Herbert E. — *Lonely Australia, the Unique Continent: National Geographic Magazine,* 30: 473–563. December, 1916.

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MCFEE, INEZ NELLIE — *Boys and Girls of Many Lands.* Crowell, New York. 1917.

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BROWNE, EDITH C. — *Panama.* 1913.

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FOX, E. — *Australia.*

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Williston, Theresa Peirce — *Hindu Tales.* Rand McNally & Company, Chicago. 1917.

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Carroll, Clarence F. (Ed.) — *Around the World Series:*

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De la Ramee, Louise (Ouida) — *A Dog of Flanders.* Page, Boston. 1891.

Dodge, Mary Mapes — *Hans Brinker, a Story of Life in Holland.* Scribner's, New York. 1907.

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Froelicher, Francis Mitchell — *Swiss Stories and Legends.* Macmillan Company, New York. 1917.

Hall, Jennie — *Viking Tales.* Rand McNally & Company, Chicago. 1902.

Lane, M. A. L. — *Northern Europe (Youth's Companion Series).* Ginn & Company, Boston. 1902.

Lane, M. A. L. — *Under Sunny Skies (Youth's Companion Series).* Ginn & Company, Boston. 1902.

Little Cousins Series. Page, Boston.

— *Our Little Belgian Cousin.*

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Winlow, C. V. — *Our Little Bulgarian Cousin.*

Mansfield, B. — *Our Little Dutch Cousin.*

Innes, L. M. — *Our Little Danish Cousin.*

MANSFIELD, B. — *Our Little English Cousin.*
MANSFIELD, B. — *Our Little French Cousin.*
WADE, M. H. — *Our Little German Cousin.*
ROULET, M. F. — *Our Little Grecian Cousin.*
ROULET, M. F. — *Our Little Hungarian Cousin.*
WADE, M. H. — *Our Little Italian Cousin.*
WADE, M. H. — *Our Little Irish Cousin.*
WADE, M. H. — *Our Little Jewish Cousin.*
WADE, M. H. — *Our Little Norwegian Cousin.*
MENDEL, F. E. — *Our Little Polish Cousin.*
MENDEL, F. E. — *Our Little Portuguese Cousin.*
WINLOW, C. V. — *Our Little Roumanian Cousin.*
WADE, M. H. — *Our Little Russian Cousin.*
WINLOW, C. V. — *Our Little Servian Cousin.*
MANSFIELD, B. — *Our Little Scotch Cousin.*
ROULET, M. F. — *Our Little Spanish Cousin.*
COBURN, C. M. — *Our Little Swedish Cousin.*
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FINNEMORE, J. — *France.*
BROWNE, E. A. — *Greece.*
JUNGMAN, B. — *Holland.*
DE KOVER, H. TORNAI — *Hungary.*
FINNEMORE, J. — *Holy Land.*
FINNEMORE, J. — *Italy.*
TYMAN, K. — *Ireland.*
TREVOR, E. — *Montenegro.*
MOCLER, A. F. — *Norway.*
FERRYMAN — *Portugal.*
WALTER, L. E. — *Russia.*
BROWNE, E. A. — *Spain.*
LIDDLE, W. — *Sweden.*
FINNEMORE, J. — *Switzerland.*
GRURSON, E. — *Scotland.*
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WINSLOW, ISAAC OSCAR — *Geography Readers:* Book IV. *Europe.* Heath & Company, Boston. 1910.

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BLAICH, LYDIA REBECCA — *Three Industrial Nations.* American Book Company, New York. 1915.
BROOKS, EUGENE CLYDE — *The Story of Corn.* Rand McNally & Company, Chicago. 1916.
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BARROWS, DAVID PRESCOTT — *History of the Philippines.* World Book Company, Yonkers-on-Hudson. 1914.
BISHOP, AVARD LONGLEY, and KELLER, ALBERT GALLOWAY — *Industry and Trade.* Ginn & Company, Boston. 1918.
CARROLL, CLARENCE F. (Ed.) — *Around the World Series:*
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CHASE, ANNIE, and CLOW, E. — *Stories of Industry* (Rev. Ed). Educational Publishing Company, New York.
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CRISSY, FORREST — *The Story of Foods.* Rand McNally & Company, Chicago. 1917.
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DRYER, CHAS. REDWAY — *Elementary Economic Geography.* American Book Company, New York. 1916.
FAIRBANKS, HAROLD WELLMAN — *California.* Harr Wagner, San Francisco. 1920.

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LANE, MARTHA ALLEN (LUTHER) — *Triumphs of Science (Youth's Companion Series).* Ginn & Company, Boston. 1903.

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MCMURRY, CHARLES ALEXANDER — *Type Studies from the Geography of the United States:* Macmillan Company, New York. 1904.

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BROWNE, EDITH C. — *Panama.* FINNEMORE, J.— *Japan-Korea*
BEALBY, JOHN — *Canada.* FINNEMORE, J. — *India.*
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Peeps at Many Industries — Macmillan Company, New York.

BROWNE, EDITH A. — *Tea.*
BROWNE, EDITH A. — *Sugar.*
BROWNE, EDITH A. — *Rubber.*

Peeps at Great Railroad Series. Macmillan Company, New York.

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RAE, ALFRED SEELYE — *Stories from Chinese History.* Stokes & Company, New York. 1917.

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HISTORY

Aim

History should be taught in our schools in order to secure an appreciation of present day conditions.

What History Should be Taught in our Schools

The principles which guided us in the selection of material are based upon the "Why"; and the Committee has intended to include in the minimum essentials only those historical elements deemed necessary for an appreciation by the boys and girls of the progressive development of our ideals and institutions.

In our selection and organization of material we have received help from many sources, especially in the literature of the last three or four years. In only the most recent history textbooks is there an approximation of the aim in teaching history that our Committee has stated. The older histories follow the chronological order of events with little regard to historical continuity and relation to present day life. Since the report of the "Committee of Eight," however, there has been a radical change in the making of textbooks, and instead of the recital of military and political events, there is a much closer approach to that real history of American life, developed by the millions of men and women who have lived, worked, and struggled to make our country what it is today. This, of necessity, causes greater emphasis to be placed upon the economic and social phases of our development.

The essential features of our organization of material are:

1. Selection of material which relates to, and explains, present life.
2. Organization into larger periods and topics, with little stress upon the chronological.
3. Less time devoted to our early history, and much more to the history of our country since the Civil War.
4. Strong emphasis upon our social and economic progress.
5. In the first three grades, the national holidays are studied; in the fourth grade, the local community;[1] in the fifth grade, our national community in story form; in the sixth, seventh, and eighth grades,[2] our institutions from their ancient beginnings up to the present time.
6. More emphasis upon the human side.

First, Second, and Third Grades

A Study of the National Traditions as Expressed in our Festivals and Holidays

Introduction. — The aim of the school (stated by Krackowizer in *Projects in the Primary Grades*, p. 16) is to provide opportunity for "purposeful activity" on the part of the children.

The teacher's part is to guide toward the purposeful activities which are most available to give first-hand experience to the children.

The children in kindergarten have been introduced to

[1] Community life in lower grades is omitted, as it belongs more strictly in the civics outline.

[2] In the seventh and eighth grades, the outlines given by Beard and Bagley for the Industrial Revolution and for the period since the Civil War were followed closely. The four general headings used in the seventh and eighth grade outlines are taken from Mace's *Method in History*.

some of the traditions of our country. The observance of festivals and holidays in the first, second, and third grades continues the work already begun, and adds each year new experiences to those of the preceding year. It is to be hoped that "first-hand experience" will, during these three years, have left some knowledge of the traditions of our past, some appreciation of how the present has come from the past, and an increased admiration for our heroes.

In Dynes's *Socializing the Child* is this suggestive statement:

> In order to make a holiday significant to a child, the music, the marches, the processions, the scenery, the costumes must be arranged so as to produce the appropriate setting and atmosphere.

This requires the selection by the teacher of a definite line of experiences which may be carried out during the weeks preceding the festival or holiday.

References:[1] —

1. Projects:

Krackowizer — *Projects in the Primary Grades.* J. B. Lippincott Company.

Page 9: "Projects of all kinds are part of the child's daily life long before he enters school; they should continue as parts of his daily life while he is in school."

Page 23: "How the teacher may determine which projects shall receive attention at school."

2. General suggestions for festivals and holidays:

Dynes — *Socializing the Child.* Silver, Burdett & Company.

Schauffler — *Our American Holidays.* (A volume for each holiday. Introduction gives the history of the origin and manner of celebration.) Moffat, Yard & Company.

3. Suggested Programs for Pilgrim Celebration:

Community Service, 1 Madison Avenue, New York City.

[1] Complete list of references given at end of third grade.

First Grade

October 12th: Columbus Day

Why we remember the day.

How Columbus lived as a little boy.

References:

Dynes, Sarah — *Socializing the Child,* pp. 236–252. Silver, Burdett & Company.

Harrison, Elizabeth — *In Story-Land,* pp. 161–177. Central Publishing Company.

Lucia, Rose — *Stories of American Discoverers for Little Americans.* American Book Compny.

Perry Pictures — Nos. 1323 and 1329 (for ships of the period).

October 31st: Hallowe'en

A time to give someone a happy surprise.

Reference:

Olcott — *Good Stories for Great Holidays,* pp. 233–258. Houghton Mifflin Company.

November (the last Thursday): Thanksgiving

Why we celebrate the day. Story of the first Thanksgiving in America adapted from one of the following:

Blaisdell, Albert F., and Ball, Frances K. — *Short Stories from American History,* pp. 16–22. Ginn and Company.

Pumphrey, Margaret B. — *Pilgrim Stories:* chapter on First Thanksgiving. Rand McNally & Company.

How we may best keep the day. Make someone say "Thank you" for pleasure given by the first grade.

Reference:

Dynes — *Socializing the Child,* pp. 267–269. Silver, Burdett & Company.

December 25th: Christmas

Why we celebrate the day. The story of the Christ Child in the manger and the Star in the East.

How we may best keep the day: By giving pleasure to others.

References:

Frances W. Parker School Yearbook for 1912, pp. 21–32.

HARRISON — *Christmas-Tide*, Chapter III. Chicago Kindergarten College.

OLCOTT — *Santa Claus Workshop: Good Stories for Great Holidays*, pp. 279–354. Houghton Mifflin Company.

February 14th: St. Valentine's Day

Reference:

OLCOTT, MARGARET B. — *Good Stories for Great Holidays*, pp. 41–44. Houghton Mifflin Company.

February 22nd: Washington's Birthday

Why we remember the day.

Emphasize stories of Washington's boyhood.

Reference:

OLCOTT, MARGARET B. — *Good Stories for Great Holidays*, pp. 59–65. Houghton Mifflin Company.

May 30th: Memorial Day

Why we remember the soldiers.

How we can show our bravery.

Reference:

OLCOTT, MARGARET B. — *Good Stories for Great Holidays*, pp. 141–146. Houghton Mifflin Company.

Second Grade (Read the Introduction, p. 227.)

October 12th

To first grade add:

Some idea of what the people knew about the world in Columbus's time.

Columbus as a discoverer.

Reference:

DYNES, SARAH — *Socializing the Child*, pp. 239–248. Silver, Burdett & Company

November 11th: Peace Day or Armistice Day

Recall the day in 1918.
Why we keep the day.

References:

BAILEY, C. S. — *Broad Stripes and Bright Stars*, pp. 230–241. Milton Bradley Company.
THOMAS, JOHN G., and BIGWOOD, INEZ — *Lest We Forget.* Silver, Burdett & Company. 1919.

Thanksgiving

To first grade add:

Voyage of the *Mayflower;* the landing; the building of homes. Work and play of the children.

Miles Standish; relations with the Indians; Samoset, Squanto, Massasoit.

Reference:

BAILEY, C. S. — *Broad Stripes and Bright Stars*, pp. 11–37. Milton Bradley Company.

December 25th

To first grade add:

Story of the shepherds' visit to the Christ Child.
Story of the Wisemen who followed the Star.

References:

HARRISON, ELIZABETH — *In Story Land; Christmas Tide*, pp. 219–254. Chicago Kindergarten College.
LAGERLÖF — *Christ Legends*, pp. 6–11. Henry Holt & Company.

February 12th

Stories of Lincoln's boyhood.

References:

MACE — *Lincoln: Little Lives of Great Men Series.* Rand McNally & Company.
OLCOTT — *Good Stories for Great Holidays.* Houghton Mifflin Company.

February 14th

St. Valentine's Day is perhaps the best opportunity of the year to use the social construction activities, as making gifts or serving refreshments to another grade. (See first grade.)

Reference:

Olcott — *Good Stories for Great Holidays*, pp. 44–56. Houghton Mifflin Company.

May 30th

What we are to remember about the soldiers.

How do we on this day show our respect and love for those who gave their lives?

Do not the flowers on this day belong only to the soldiers?

Reference:

Olcott — *Good Stories for Great Holidays*, pp. 148–152. Houghton Mifflin Company.

Third Grade (Read the Introduction, p. 227.)

October 12th

To the work of first and second grades add:

Story of Cabrillo, the "Columbus of California."

Reference:

Winterburn, Rosa V. — *Spanish in the Southwest.* American Book Company.

November 11th

Help the children recall their experiences on November 11, 1918, and so keep alive the memory of the day.

For added details, see *World's Work* for April, May, June, 1919.

Thanksgiving

To the work of first and second grades add:

A story of the festival which the Pilgrims observed in Holland for ten years, on October 3rd (a festival of thanksgiving for delivery from Spain).

References:

GRIFFIS — *The Pilgrims in Their Three Homes*, pp. 121, 215. Houghton Mifflin Company.

OLCOTT — *Good Stories for Great Holidays*, pp. 269–295. Houghton Mifflin Company.

December 25th

To the work of first and second grades add:

How Christmas is observed in Holland, England, and France.

References:

OLCOTT, FRANCES JENKINS — *Good Stories for Great Holidays*, pp. 299–364. Houghton Mifflin Company.

PRINGLE, MARY P., and URANN, CLARA A. — *Yuletide in Many Lands.* Lothrop, Lee & Shepard Company.

SCHAUFFLER, ROBERT HAVEN — *Christmas.* Moffat, Yard & Company.

STONE, GERTRUDE L., and FICKETT, M. GRACE — *Everyday Life in The Colonies*, pp. 1–12. (*The First New England Christmas.*) D. C. Heath & Company.

January 17th: Franklin's Birthday

Franklin's boyhood.

His inventions.

February 22nd

Washington made President.

Emphasize:

His notification at Mount Vernon.

His journey to New York.

His inauguration, April 30, 1789.

References:

BAILEY, C. S. — *Broad Stripes and Bright Stars*, pp. 119–221. Milton Bradley Company.

DYNES, SARAH — *Socializing the Child*, p. 279. Silver, Burdett & Company.

SCHAUFFLER, ROBERT HAVEN — *Washington's Birthday*, pp. 58–65. (Excellent description of the inauguration.) Moffat, Yard & Company.

March 4th: Inauguration Day

Study pictures of the Capitol and White House.

Use the most recent inauguration of a President to show the changes in means of travel, communication, buildings, dress, etc., since Washington became President.

May 30th

The origin of Memorial Day.

The meaning of Memorial Day.

References:

HARRISON — *In Story Land*, pp. 178–186. Central Publishing Company.

SCHAUFFLER, ROBERT H. — *Memorial Day*, c. xxiv, xxvii, pp. 309–315.

June 14th: Flag Day

Making the flag.

California's star is the thirty-first.

References:

OLCOTT — *Good Stories for Great Holidays*, pp. 137–138. Houghton Mifflin Company.

SCHAUFFLER, ROBERT H. — *Flag Day*, pp. 55–58. Moffat, Yard & Company.

References for First, Second, and Third Grades

DYNES, SARAH — *Socializing the Child*. Silver, Burdett & Company. 1916.

KRACKOWIZER, ALICE MARIE — *Projects in the Primary Grades.* J. B. Lippincott Company. 1919.

BAILEY — *Broad Stripes and Bright Stars.* Milton Bradley Company. 1919.

BLAISDELL, ALBERT FRANKLIN, and BALL, FRANCIS KINGSLEY — *Short Stories from American History.* Ginn & Company. 1905.

Frances W. Parker School Yearbook. The Frances W. Parker School, 350 Webster Ave., Chicago, Ill. 1912.

GRIFFIS — *Pilgrims in Their Three Homes.* Houghton Mifflin Company. 1900.

HARRISON — *Christmas-Tide.* Chicago Kindergarten College. 1902.

HARRISON — *In Story Land.* Central Publishing Company. 1895.

LAGERLÖF — *Christ Legends.* Henry Holt & Company. 1908.

LUCIA — *Stories of American Discoverers for Little Americans.* 1910.

MACE — *Little Lives of Great Men Series.* Rand McNally & Company. 1912.

OLCOTT — *Good Stories for Great Holidays.* Houghton Mifflin Company. 1914.

PUMPHREY, MARGARET B. — *Pilgrim Stories.* Rand McNally & Company. 1912.

PRINGLE — *Yuletide in Many Lands.* Lothrop, Lee & Shepard Company. 1916.

STONE, GERTRUDE, and FICKETT, ROBERT H. — *Everyday Life in the Colonies.* D. C. Heath & Company. 1905.

THOMPSON, JOHN G., and BIGWOOD, INEZ — *Lest We Forget.* Silver, Burdett & Company. 1918.

WINTERBURN, ROSE V. — *Spanish in the Southwest.* American Book Company. 1903.

Fourth Grade

Aims. — To teach the traditions connected with the beginning of the local community.

To increase appreciation for the traditions connected with national holidays and festivals.

Subject Matter

The beginnings of the local community:

1. How it looked two hundred years ago.

2. The Indians:
   a. Their dress and homes.
   b. How Indians obtained food — seed, acorns, nuts, berries, fish, grasshoppers, deer, rabbits. How food was prepared for eating.
   c. Industries — making weapons, basketry, hunting and fishing devices, cave-building.
   d. Picture writing.
   e. Legends.
3. First white men:
   a. Coming of the settlers — how they traveled.
   b. First houses — how made and furnished. Compare with those made by Pilgrims at Plymouth.
   c. Provisions for cooking.
4. Water supply. Source — was it from wells? From rivers?
5. Streets. How laid out? What problems arose?
6. Naming the city. When? How name was selected.

(Adapted from Mrs. Pearl B. Carley's report in *Seventh Yearbook of the Superintendents' and Principals' Association of Northern Illinois.*)

References:

Histories of the local community.
Old manuscripts.
Old settlers.
Brooks, Dorothy — *Stories of the Red Children.* Educational Publishing Company. 1908.
Dynes, Sarah — *Socializing the Child.* Silver, Burdett & Company.
Goddard — *Indians of the Southwest.* American Museum of National History.
Husted, Mary Hall — *Stories of Indian Children.* Public School Publishing Company. 1916.

B Fifth Grade

Problem I. — How our country began.

Aim

To furnish the basis for understanding how we have developed into a nation.

Subject Matter

1. The story of Columbus.
2. Why people came to America.
3. The English in America:
   a. The settlement of Jamestown.
   b. The settlement of Plymouth.

Problem II. — What great men and women have helped to build our nation?

Aim

To give a bird's-eye view of our history through a study of great personalities.

Subject Matter

1. Samuel Adams
2. Benjamin Franklin
3. Patrick Henry
4. Thomas Jefferson
5. Lafayette
6. Captain John Smith
7. Miles Standish
8. George Washington

References

Drake, Samuel Adams — *Making of New England.* Charles Scribner's Sons. 1908.

Guerber, Helen Adeline — *Story of the Thirteen Colonies.* American Book Company.

Hart, Albert Bushnell — *Colonial Children.* The Macmillan Company. 1915.

Mace, William Harrison — *Beginners' History.* State Series. 1916.

Pratt, Mara L. — *Colonial Children.* Educational Publishing Company.

A Fifth Grade

Problem II. — (Of B Fifth Grade continued.)

Aim

As stated above.

Subject Matter: Personalities

1. Jane Addams
2. Susan B. Anthony
3. Daniel Boone
4. Carrie Chapman Catt
5. David Crockett
6. Thomas A. Edison
7. Cyrus W. Field
8. Robert Fulton
9. John C. Fremont
10. Sam Houston
11. Elias Howe
12. Meriwether Lewis and William Clark
13. Abraham Lincoln
14. Cyrus McCormick
15. William McKinley
16. Samuel F. B. Morse
17. Theodore Roosevelt
18. Harriet Beecher Stowe
19. Frances E. Willard
20. Woodrow Wilson
21. Marcus Whitman
22. Eli Whitney

References

Backman, Frank P. — *Great Inventors and Their Inventions.* American Book Company. 1918.

Coe, Fanny E. — *Makers of the Nation.* American Book Company. 1914.

Faris, John Thompson — *Real Stories from our History.* Ginn & Company. 1916.

Mace, William Harrison — *Beginners' History.* State Series. 1916.

B Sixth Grade

Problem I. — How our forefathers in Europe lived.

Aim

To become acquainted with the basis of our present civilization by studying life among the Greeks, Romans, Teutons, and English.

Subject Matter

1. Greeks: The explorers and teachers:
   a. The world before our time.
   b. What Greece had to teach the world: religion, games, government, art, education.
2. Romans: The organizers and lawgivers:
   a. Early Rome and her neighbors.
   b. Rome, mistress of the world.
   c. What Rome had to give to the world: government, military organization.
   d. Conquest of Rome by the Teutons.
3. Teutons: Influence on language, etc.

References

Guhl and Koener — *Life of the Greeks and Romans.* D. Appleton & Company.

Guerber, Helen Adeline — *Story of the Greeks.* American Book Company. 1896.

Guerber, Helen Adeline — *Story of the Romans.* American Book Company.

Gulick, Charles Burton — *Life of the Ancient Greeks.* D. Appleton & Company. 1902.

Hall, Jennie — *Four Old Greeks.* Rand McNally & Company. 1901.

Pratt, Mark — *Stories of Old Rome.* Educational Publishing Company.

Note: See reference list at close of A Sixth Grade.

A Sixth Grade

Problem I. — (Of B Sixth Grade continued.)

Aim

As stated above.

Subject Matter

4. How England began:
   a. Conquest by Angles and Saxons.
   b. The reign of King Alfred.
   c. The Norman Conquest.
   d. King John and the Great Charter.
   e. Discovery of the New World.

Problem II. — How Columbus found a new world.

Aim

To learn about the starting point of American History.

Subject Matter

1. Christopher Columbus:
   a. His early life.
   b. His efforts to secure help.
   c. The great discovery.

Problem III. — How the bold explorers who followed Columbus revealed the nature of the New World.

Aim

To show how the European nations established their claims to America:

Subject Matter

1. The Cabots
2. De Soto
3. Cartier
4. Magellan
5. Balboa

Problem IV. — How Spain gained her claim to California.

Aim

To learn how California history began.

Subject Matter

1. The Spanish pioneers — Cortez, Cabrillo, Coronado.
2. Indians, Jesuits, Franciscan Fathers, Junipero Serra.
3. Missions, presidios, pueblos.

References

ATKINSON, ALICE M. — *An Introduction to American History.* Ginn & Company. 1914.

BANDINI, HELEN E. — *History of California.* American Book Company. 1908.

GORDY, WILBUR FISKE — *American Beginnings in Europe.* Charles Scribner's Sons. 1912.

HALL, JENNIE — *Our Ancestors in Europe.* Silver, Burdett & Company. 1916.

HARDING, SAMUEL BANNISTER and MARGARET SNODGRASS — *Old World Background to American History.* Scott, Foresman & Company.

HUNT, ROCKWELL — *California the Golden.* Silver, Burdett & Company. 1911.

MACE, WILLIAM H., and TANNER, EDWIN P. — *Study of Old Europe and Young America.* Rand McNally & Company. 1915.

NIDA, WILLIAM LEWIS — *The Dawn of American History in Europe.* The Macmillan Company. 1913.

NORTON, HENRY K. — *Story of California.* A. C. McClurg & Company. 1913.

ROBINSON, JAMES HARVEY, and BREASTED, JAMES HENRY — *Outlines of European History.* Ginn & Company. 1916.

TAPPAN, EVA M. — *Our European Ancestors.* Houghton Mifflin Company. 1918.

B Seventh Grade

(A. Growth of Local Institutions)

Problem I. — How our early American ancestors lived.

Aim

To understand our beginning as a nation.

Subject Matter

1. First settlements:
   a. Why people from western Europe came to America:
      (1) Persecution
      (2) Wealth
      (3) Adventure
   b. Founding the English colonies:
      (1) Virginia, a type of Southern colonies. Reason for settling: a desire for wealth. Jamestown, 1607.
      (2) Massachusetts, a type of New England colonies. Reason for settling: religious persecution. Plymouth, 1620. Story of the Pilgrims.

Problem II. — How our early American ancestors were governed.

Aim

To learn about the starting-point of our present government.

Subject Matter

1. First governments:
   a. Mayflower Compact.
   b. Town meeting.
   c. First representative assembly, 1619.
   d. New England Confederation, 1643.

Problem III. — How the European countries fought for control of the New World.

Aim

To show how the English became supreme.

Subject Matter

1. French and Indian War:
   a. Cause; conflicting claims of France and England.
   b. George Washington's services.
   c. Results — treaty of 1763:
      (1) Supremacy of English institutions.
      (2) Greater independence of the colonies.

Summary (Problems I, II, III):

Dates: 1607, 1619, 1620, 1763.

Names: Benjamin Franklin, George Washington.

Locations: Jamestown, Boston, St. Lawrence River, Great Lakes, Mississippi River, Quebec, Ohio River, Allegheny Mountains.

(B. Growth of Union against English Government)

Problem IV. — How our forefathers gained their independence from England.

Aim

To understand how we became a free nation.

Subject Matter

1. Cause of the Revolutionary War:
   a. Attempts of England to control development of the colonies, mainly through taxation.
   b. Stamp Act.
   c. Opposition of colonists — Samuel Adams, Patrick Henry.

2. The Declaration of Independence — our statement to the world that we were a free and independent nation, July 4, 1776.

a. Reasons for declaring independence — English oppressions.
b. Work of Thomas Jefferson.
c. Effects upon the colonists — a closer union, and opposition to the common enemy.

3. Alliance with France — men, money, ships. Lafayette.
4. Surrender of Cornwallis at Yorktown, 1781.
5. Results of the war — independence of the United States.

Summary (Problem IV):

Dates: 1776, 1777, 1781.

Names: Samuel Adams, Patrick Henry, Thomas Jefferson, John Paul Jones, Marquis de Lafayette, Robert Morris, William Pitt.

Locations: Philadelphia, Yorktown.

A Seventh Grade

(C. Development of Nationality)

Problem V. — How we planned the new government under which we began our life as a nation.

Aim

To understand the basis of our government today.

Subject Matter

1. The Constitution:
   a. Convention of 1787.
   b. Leading men: Washington, Madison, Franklin, Gouverneur Morris.
   c. Compromises: representation, slavery, commerce.
   d. Ratification by the states.
   e. Election of Washington as President, 1789.

Summary (Problem V):

Dates: 1787, 1789.

Names: Benjamin Franklin, James Madison, Robert Morris, Roger Sherman, Alexander Hamilton, George Washington.

Locations: Philadelphia, New York City.

Problem VI. — How the new government was put into effect.

Aim

To understand how our government began to function as a basis for understanding how it functions today.

Subject Matter

1. Immediate problems of the new government:
   a. Organizaton — Congress, cabinet, courts.
   b. Finance — debts, mint, bank, tariff, work of Hamilton.
   c. Opposition — States' Rights, Whiskey Rebellion, rise of political parties.

Problem VII. — How we got along with the other nations.

Aim

To understand the early principles which governed our relations with European countries.

Subject Matter

1. Foreign relations:
   a. Purchase of Louisiana, 1803.
   b. War of 1812.
      (1) Causes: Impressment of American seamen, destruction of American commerce.
      (2) Results:
         Monroe Doctrine: Right of American people to develop without interference of other nations.

Problem VIII. — How our country grew.

Aim

To show how the increase in territory aided our development into a great nation.

Subject Matter

1. Territorial expansion:
   - a. Louisiana.
   - b. Florida.
   - c. Texas.
     - (1) Independence and admission to Union
     - (2) War with Mexico:
       - (a) Causes.
       - (b) Results.
   - d. Oregon — work of Whitman.
   - e. New territory acquired from Mexico, 1848.
   - f. California — how she became a part of the Union.
     - (1) Discovery of gold.
     - (2) Settlement by Americans — "Forty-niners."
     - (3) Admission, 1850.

Summary (Problems VI, VII, VIII):

Dates: 1789, 1803, 1812, 1816, 1823, 1849, 1850.

Names: Daniel Boone, Alexander Hamilton, John Jay, Thomas Jefferson, Lewis and Clark, James Madison, James Monroe, George Washington.

Locations: New York City, Philadelphia, Washington, D. C., New Territory.

References (Seventh Grade)

A

Drake, Samuel Adams — *Making of New England*. Charles Scribner's Sons. 1916.

Eggleston — *The Beginnings of a Nation*. D. Appleton & Company.

Eggleston — *Our First Century*. Barnes. 1905.

FISKE, JOHN — *The Beginnings of New England.* Houghton Mifflin Company.

GUERBER, HELEN ADELINE — *Stories of the Thirteen Colonies.* American Book Company. 1908.

HART, ALBERT B. — *How Our Grandfathers Lived.* The Macmillan Company. 1916.

PARKMAN, FRANCIS — *Struggle for a Continent.* Little, Brown & Company. 1915.

PRATT, MARA — *America's Story for American Children.* D. C. Heath & Company.

TAPPAN, EVA M. — *Our Country's Story.* Houghton Mifflin Company.

B.

BAILEY, CAROLYN SHERWIN — *Broad Stripes and Bright Stars.* Milton Bradley Company.

BLAISDELL, ALBERT FRANKLIN — *Story of American History.* Ginn & Company. 1900.

FISKE, JOHN — *The American Revolution.* Houghton Mifflin Company. 1891.

ROOSEVELT, THEODORE — *Winning of the West.* Putnam's, 1909.

SOUTHWORTH, GERTRUDE VAN DUYN — *Builders of Our Country.* D. Appleton and Company.

C.

ELSON, HENRY W. — *Sidelights on American History.* Part I. The Macmillan Company. 1914.

FISKE, JOHN — *Critical Period of American History.* Houghton Mifflin Company. 1888.

IRVING, WASHINGTON — *Washington.* (Introduction by John Fiske.) Ginn & Company. 1887.

LODGE, HENRY C. — *Alexander Hamilton.* Houghton Mifflin Company. 1898.

ROOSEVELT, THEODORE — *Winning of the West.* Current Literature. 1909.

SPARKS, EDWIN ERLE — *The Men Who Made the Nation.* The Macmillan Company. 1919.

Note 1: — For California history in this grade see references at close of Sixth Grade.

Note 2: — Besides the above list of books, all the points given in the outline are covered by the many fine texts which we now have, includ-

ing those by Beard and Bagley, Bourne and Benton, Gordy, Channing, Montgomery, Forman, Mace, Thwaites and Kendall, Guitteau, Fiske, Wilson, Doub, and others. These will all be found listed at close of the Eighth Grade outline.

B Eighth Grade

Problem I. — How the use of machinery changed the life of the people.

Aim

To understand how many of the present industrial problems began.

Subject Matter

1. England's early leadership in industry. Reasons.
2. Development of manufacturing in America:
   a. Cotton industry. Cotton gin. Slater. Whitney.
   b. Woolen industry.
   c. Invention of sewing machine. Howe.
   d. Iron industry — development in Pennsylvania.
   e. Development of farm machinery. McCormick's reaper.
3. Means of transportation and communications:
   a. Canals, steamboats, railroads.
   b. Express, telegraph.
4. Effects upon American life:
   a. Division of labor — effects upon workers.
   b. Child labor.
   c. Immigration stimulated.
   d. Growth of cities — good and bad results.
   e. Foreign trade increased.
   f. The South and the Industrial Revolution — handicap of slavery.

Problem II. — How the people have come into control of their government.

Aim

To secure a working knowledge of our government.

Subject Matter

1. Growth of popular government:
   a. Struggle for universal right of both men and women to vote.

Problem III. — How education became recognized as a necessity for good citizenship.

Aim

To appreciate the educational advantages of the present time.

Subject Matter

1. Development of popular education in the first half of the nineteenth century:
   a. Work of Horace Mann and Henry Barnard.
   b. Work of Mary Lyon and Emma Willard.

Problem IV. — How we met a great crisis in our development of a strong central government.

Aim

To show how our Union was preserved.

Subject Matter

1. The Civil War:
   a. Cause: Secession of Southern States (Slavery).
   b. Results: preservation of the Union.
   c. Noted leaders: Lincoln, Grant, Lee, Jackson.

Summary:

Dates: 1849, 1863, 1865.

Names: John Quincy Adams, John C. Calhoun, Henry Clay, Stephen A. Douglas, John C. Fremont, Robert Fulton, Ulysses S. Grant, Robert E. Lee, Abraham Lincoln, Cyrus McCormick, Samuel F. B. Morse, Daniel Webster, Eli Whitney.

Locations: Different acquisitions of territory. Richmond, Gettysburg, Vicksburg.

(D. Consolidation and Expansion)

Problem IV. — (Continued.)

2. After the Civil War:
   a. Problems of reconstruction:
      (1) Seceded states — how to treat them.
      (2) Freedmen — how to care for them.
      (3) Those who had borne arms against their country — how to reinstate them.
   b. Solutions of these problems:
      (1) Amendments.
      (2) Franchise.
      (3) Military rule.
   c. Economic problem — how to rebuild and increase the industries of the South.

Problem V. — The importance of all classes of workers in making our country a great industrial nation.

Aim

To appreciate present industrial problems and conditions.

Subject Matter

1. The army of industry (importance of each class):
   a. Inventors.
   b. Business men.
   c. Wage-earners.
2. Results of industrial development:
   a. Export trade.
   b. Disappearance of frontier.
   c. Growth of cities.
      (1) Advantages and evils.
   d. Change in working conditions.
3. Immigration:
   a. Problems of assimilation.
4. Combinations of capital and labor:
   a. Competition leads to formation of trusts.
   b. Results of combination of capital:
      (1) The corporation.
      (2) Organization of employers.
      (3) Organization of employees.
      (4) General strike.

Problem VI. — Our departure from the former policy of restricting our interests to the Western Hemisphere.

Aim

To show how we began our participation in world affairs as a result of the Spanish-American War.

Subject Matter

1. The United States a world power:
   a. The Spanish-American War:
      (1) Causes: Cuban revolt; destruction of the *Maine*.

(2) Chief events; Manila, Santiago.
(3) Results: Acquisition of Philippine Islands, problems of our new possessions.

2. Growth of popular government (Continuation of Problem II, B Eighth Grade):
   a. Cause of increasing interest in the machinery of government:
      (1) Popular education.
      (2) Wrongdoing of officials.
      (3) Education and employment of women.
   b. Political reforms:
      (1) Civil Service.
      (2) Australian ballot.
      (3) Initiative, referendum, recall.
      (4) Commission form of city government.
      (5) Direct primary.
      (6) Equal suffrage for men and women.

3. Development of popular education (Continuation of Problem III.)
   a. Development of schools and colleges. (B Eighth Grade):

Problem VII. — The struggle for self-determination by the people of the world.

Aim

To show our part in the struggle to make the world safe for democracy.

Subject Matter

1. The World War:
   a. Europe on fire.
   b. American neutrality:
      (1) The President's proclamation.
      (2) Reasons for America's neutrality.
      (3) Difficulties in the way of strict neutrality.

c. Submarine outrages:
   (1) Sinking of the *Lusitania*.
   (2) America's protest and Germany's promises.
   (3) Breaking of Germany's promises.

d. War with Germany and Austria:
   (1) Renewal of unrestricted submarine warefare.
   (2) German intrigue in the United States.
   (3) Declaration of war.

e. German autocracy:
   (1) Germany practically an absolute monarchy.
   (2) The Hohenzollern dream of world domination.
   (3) The need of crushing German militarism.

f. Democracy at war with autocracy:
   (1) Why we were at war.
   (2) The selective draft.
   (3) The Army:
      (a) Difficulty of mobilizing.
      (b) Preliminary work in France.
      (c) Training and transportation.
   (4) The Navy:
      (a) Reorganization.
      (b) Work done by the Navy.
   (5) Air service.
   (6) Medical corps.
   (7) Ordnance department.
   (8) Red Cross.
   (9) Y. M. C. A. and other welfare organizations.
   (10) War taxes.
   (11) National control of food, fuel, transportation.
   (12) Adaptation of our people to war necessities.

Problem VIII. — How the many great changes resulting from the war have caused us to make readjustments in our national life.

Aim

To direct attention to the great movements resulting from the war.

Subject Matter

1. Unsettled industrial conditions:
   a. High prices.
   b. High cost of production.
   c. Strikes.
2. Growth of trade.
3. Americanization movement.
4. Growth of cities:

Summary:

Dates: 1898, 1914, 1918.

Names: Alexander Bell, Andrew Carnegie, Thomas A. Edison, Marshal Foch, Samuel Gompers, Douglas Haig, William McKinley, John J. Pershing, John D. Rockefeller, Theodore Roosevelt, Woodrow Wilson, Orville Wright.

Miscellaneous Problems for Special Study:

Arbitration	Panama Canal
The Tariff	Irrigation
Conservation	Americanization
Parcels Post	Commerce

References for the Eighth Grade

Beard, Charles A., and Bagley, William C. — *The History of the American People.* The Macmillan Company.

Elson — *Sidelights on American History,* II. The Macmillan Company.

Note: Several books listed for Seventh Grade are useful here.

The textbooks listed below are also appropriate for use in A Sixth and Seventh Grades:

ASHLEY, ROSCOE L. — *American History.* The Macmillan Company. 1914.

BASSETT, JOHN SPENCER — *Plain Story of American History.* The Macmillan Company. 1916.

*BEARD, CHARLES A., and BAGLEY, WILLIAM C. — *The History of the American People.* The Macmillan Company. 1918.

*BOURNE, HENRY E., and BENTON, ELBERT J. — *History of the United States.* Heath & Company. 1913.

CHANNING, EDWARD — *Student's History of the United States.* The Macmillan Company. 1915.

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*FORMAN, SAMUEL E. — *A History of the United States.* The Century Company.

GORDY, WILBUR F. — *A History of the United States.* Charles Scribner's Sons. 1916.

*GUITTEAU, WILLIAM B. — *Our United States.* Silver, Burdett & Company. 1919.

HART, ALBERT B. — *School History of the United States.* American Book Company. 1917.

*MACE, WILLIAM — *School History of the United States.* Rand McNally & Company. 1918.

MONTGOMERY, D. H. — *Leading Facts of American History.* Ginn & Company. 1910.

*THWAITES, REUBEN G., and KENDALL, CALVIN N. — *A History of the United States.* Houghton Mifflin Company. 1918.

WILSON, WOODROW — *Division and Reunion, 1829–1909.* Longmans, Green and Company.

*Especially good.

Note: As a book for use of teachers, Mace's *Method in History* (Rand McNally) is very fine.

The World War:—

AUSTIN — *Uncle Sam's Boy at War.* D. Appleton and Company. (An American boy sees the European War.)

BENEZET, LEWIS PAUL — *The World War and What Was Behind It.* Scott, Foresman & Company. 1918.

GORDY — *Causes and Meaning of the Great War.* Charles Scribner's Sons.

McKinley, Albert Edward and Others — *A School History of the Great War.* American Book Company. 1918.

Nida — *Sidelights on the Great War.* Hale Book Company.

Nida — *Story of the World War for Young People.* Hale Book Company. 1919.

Parkman — *Fighters for Peace:* "The Champion of Honor" — King Albert, p. 3; "Le Patron" — Marshal Foch, p. 75; "The Man Behind the Guns" — David Lloyd George, p. 123; "The Big Chief" — Pershing, p. 229, etc. The Century Company. 1919.

Tappan, Eva M. — *The Little Book of the War.* Houghton Mifflin Company. 1918.

Thompson, John G. and Bigwood — *Lest We Forget*: "They Shall Not Pass," p. 140; "Birdman," p. 256; "In Flanders Fields" — McCrae, p. 321. Silver, Burdett & Company. 1919.

Winning a Cause: "The First to Fall in Battle," p. 23. "When the Tide Turned," p. 55. "The Lost Battalion," p. 268. Silver, Burdett & Company.

Cyclopedia of the World War. Commission on Public Information, Washington, D. C. (See also other publications by same commission.)

Appendix

History Studies and Tests

Less has been done to reduce history to its minimum essentials than has been done to reduce any of the other regular school subjects. This is largely due, no doubt, to the indefiniteness of the subject matter.

In such subjects as spelling and arithmetic, the material to be taught is quite definitely established, and the minimum essentials can be stated with a considerable degree of certainty. But in history, where the field to be covered is so vast — containing such a multiplicity of details — an attempt to reduce the subject to its barest essentials presents almost insurmountable difficulties.

Another fact which contributes to these difficulties, is the lack of agreement among authorities, as to the aim or purpose of teaching history; and it is obvious that the facts to be

taught cannot be selected until the aim of the teaching has been established. However, much excellent work has been done, both in stating the principles upon which a selection of minimum essentials should be made, and also in stating what these principles really are.

The character of four of these statements or reports may be seen from the following brief discussions:

1. In March, 1914, the Department of Education of the State of Minnesota issued a report made by the Committee on the Elementary Course of Study. This report, *Bulletin 51*, was an attempt to determine what elimination should be made from the subjects of the elementary grades. The report on history contains some positive recommendations as well as a citation of material to eliminate.

2. A report by W. C. Bagley, "Present Day Minimum Essentials in United States History as Taught in the Seventh and Eighth Grades." This report is in two parts. The first was published as Chapter IX in the *Fourteenth Yearbook* of the National Society for the Study of Education; and the completion of the report is Chapter IX of the *Sixteenth Yearbook* of the same society. The report is based upon "the importance of determining the names and topics common to different textbooks in history, in order to learn with some measure of precision the materials that are now looked upon as minimum essentials in this subject, and in order to have an intelligent basis for whatever additions or eliminations may be needed in the immediate future. Twenty-five elementary textbooks, representing four successive periods of publication between 1865 and 1912, were utilized in this study, and the principal results are based on a careful analysis of twenty-three of these books."

3. A report by Ernest Horn, of the State University of Iowa, "Possible Defects in the Present Content of American History as Taught in the Schools." The purpose of this report is "to examine into the implications of one assertion which has been made of late; viz., that the chief purpose of teaching history in the elementary schools is to make pupils more intelligent with respect to the more crucial activities, conditions and problems of present day life." Mr. Horn says: "A portion of the investigation was planned to discover what dates are most frequently referred to in the discussion of modern problems." He finds that "of the dates commonly insisted upon in the study of history, such as 1492, 1607, 1765, 1812, April 12, 1861 [few] are practically [ever] cited" in the books and articles (entering into his considerations).

This report appears in Chapter X of the *Sixteenth Yearbook of the National Society for the Study of Education.*

4. A report by Professor R. M. Tryon, of the University of Chicago, "Progressive Requirements in American History for the Junior and Senior High Schools." This report is found in *The School Review*, Volume XXVI, No. 7 (September, 1918). It was reprinted in *The Historical Outlook*, November, 1918. The material in this report centers around progressive requirements relative to the following general topics:

a. General organization of the field of American History for teaching purposes.
b. Maps to make.
c. Dates and events to know and remember.
d. Personages to know and identify.
e. Topics with which students should be familiar when completing the course.
f. General methods of procedure.

5. Harlan's *Test of Information in American History* consists of ten exercises which comprise items found in practically all American History textbooks, being based upon the study by Bagley and Rugg of twenty-three textbooks, to determine the content of American History. It is an excellent information test. It is published by the Bureau of Educational Research, University of Illinois, Urbana, Ill.

HOME ECONOMICS

Aim

It should be the purpose of any course in home economics to effect an improvement in the general health of the community and to raise the standard of living by teaching the underlying principles relating to food, shelter, and clothing so that the pupils will be able to grasp these principles and apply them to their individual and social needs.

Subject Matter

The suggestions offered in the following outline may be used as the basis for more or less extensive courses of study in home economics. The small schools must adapt to their needs, and the large city schools should expand to meet the complex problems that always confront them. It is presupposed that the children have had some work in industrial arts in the lower grades and that the work, as outlined, in closely related subjects will not be duplicated, but supplemented.

Work has been outlined for the fifth and sixth grades because under the majority of schemes of school organization home economics subjects are taught by the special teacher in grades below the junior high school. Under ideal conditions there should be no dividing line in the nature of the work given to the pupils up through the sixth grade, the distinction in "departmental work" to come at the period of material change in the physical and mental differences of the boy and girl. From the kindergarten through the sixth grade problems and projects derived from the home experiences of the

child provide abundant opportunities to motivate the so-called formal subjects and should be so used rather than taught as sewing and cooking.

No effort has been made to offer definite courses, to fix a definite amount of time per week, or to give specific recipes or garments that must be incorporated into the courses. It is understood that a definite amount of instruction will be given each year in the economies of food, shelter, and clothing; and that seasonal recipes and garments or articles will be made. This part of the work must be carried on as the different lessons may suggest or the holiday season brings it to attention.

In every case it is expected that the problems and projects taken up will be of such a nature that the home and the school will be closely connected and the everyday interests of the pupils steadily borne in mind.

In compiling this outline the Committee reviewed one hundred and three courses of study; and also received much constructive criticism from directors and supervisors of home economics, in various schools and colleges throughout the United States, to whom the Committee wishes to express its appreciation.

Fifth Grade

Aim

In sewing, to teach by means of simple handmade articles the handling of necessary tools and materials, and by so doing to help the pupils gain an added degree of muscular control and to develop habits of neatness.

In cooking, to teach a few foundation principles and methods of cookery which will aid in the selection of food suitable for growing children.

The aim is therefore throughout a distinctly utilitarian one.

Sewing and Health

A. Suggestive Problems:

1. Simple bags, holders, pinwheels, towels, bibs, or aprons, teaching the use of basting, blanket, running, and combination stitches, turning of hem, hemming, French seam, and a few simple decorative stitches.
2. Knowledge of warp, woof, selvage, name, use, and cost of materials used in articles made.

Food and Health

A. Suggestive Problems:

1. Food combinations, with emphasis on the child's selection of her own lunch.
2. Simple table setting, showing suitable lunches for school children.

Shelter and Health

A. Suggestive Problems:

1. Everyday care of pupil's own room.

Sixth Grade

Aim

To strengthen and broaden the work of the fifth grade in:

Clothing: By the introduction of machine work and simple garment making.

Food: By the application of the food principles to the preparation of simple luncheons.

Shelter: By developing the fundamentals of sanitation.

Clothing and Health

A. Suggestive Problems:

1. Simple garment on kimona lines:
   a. Materials suitable for garment made.
   b. Use of pattern.

c. Use of machine.
d. Selection of simple trimmings, hand or machine made.
e. Comparison of shop and home made garments.

Food and Health

A. Suggestive Problems:
1. Home and school meals:
a. Special emphasis on fruits and vegetables:
(1) Simple cookery of.
(2) Suitable combinations.

Shelter and Health

A. Suggestive Problems:
1. Care and cleaning of:
a. Kitchen and furnishings.
b. Bathroom.

Seventh Grade

Aim

In clothing, to increase the independence of the girl by practice in wise shopping and simple garment making.

In food, to enlarge the principles already taught as they relate to the preparation of the meal, with emphasis placed upon the proper combinations and the economics of food.

In shelter, to create a desire for simple and artistic house furnishings.

Clothing and Health

A. Suggestive Problems:
1. Underwear suitable for the girl.
2. Practical articles for home.
3. School dress of wash material.
4. Repair and care of clothing.

B. Personal Hygiene.

Food and Health

A. Suggestive Problems:
   1. Adequate meals:
      a. Home breakfasts and luncheons.

Shelter and Health

A. Suggestive Problems:
   1. Simple house furnishings for living rooms:
      a. For comfort, utility, and sanitation.
      b. For artistic arrangement.

Eighth Grade

Aim

In clothing, to emphasize clothing problems in their relation to the ethics and art of dress.

In food, to focus all previous knowledge of food under problems of feeding the family.

In shelter, to study the problems of sanitation in their relation to the home and community.

Clothing and Health

A. Suggestive Problems:
   1. Underwear.
   2. Wash dress or other practical garments:
      a. Selection of garments and textiles used.
      b. Study of various stitches and finishes used in trimming.
      c. Harmony of line and color.
   3. Care and repair of clothing:
      a. Mending.
      b. Simple alterations.
      c. Laundering of simple articles.

Food and Health

A. Suggestive Problems:

1. Feeding the family:
   a. Marketing, relation of cost of food to income.
   b. Adapting of recipes to size of family.
   c. Family dietary.
   d. Table service.
   e. Infant care and feeding.
   f. Invalid feeding.

2. School problems:
   a. Serving the teachers.
   b. Contributions to cafeteria and other school lunches.

Shelter and Health

A. Suggestive Problems:

1. Sanitation in the home and community:
   a. Everyday care and precautions in the household.
   b. Care during and after illness in the home.

Ninth Grade

Aim

The purpose of the course for this grade is to unify the preceding work so that the student may have a more comprehensive understanding of the subjects of food, clothing, and shelter in relation to personal, family, and community welfare.

The work of this grade is therefore somewhat of the nature of a review of the work carried on in the earlier grades.

Clothing and Health

A. Suggestive Problem for the Year:

What must a ninth grade girl know about clothing in order that she may be correctly dressed, and understand the economic problems involved in the selection of clothing?

1. Plan the girl's wardrobe:
   a. Proportion of the family budget allowed the girl.
   b. Economics of buying.
   c. Basis of selection:
      (1) Hygiene.
      (2) Costume Design.
      (3) Appropriateness.
      (4) Cost — actual and comparative.
2. Practical problems:
   a. Hats, using commercial frames and renovating materials:
      Bracing and simple remodeling of plain frames.
      Covering frame with material.
      Covering with braid.
      Simple trimmings.
   b. Garments:
      Simple party dress.
      Tailored skirt.
      Community problem.
   c. Care of girl's wardrobe:
      Daily care.
      Repair of finer textiles.
      Laundering and renovation of finer textiles.

Food and Health

A. Suggestive Problem for the year:

What must a ninth grade girl know about food in order to be in good health and be most useful to her home and to society?

1. Food study:
   a. Care of, in home and community.
   b. Economy of buying.
   c. Value to the body:
      Relation to health, mental and physical.
   d. Dietary study:
      (1) Food for the ninth grade girl, based on calorie requirement as modified by various factors: climate, activities, costs, etc.
      (2) Food for the family, based on calorie requirement of the family groups as modified by various factors.
   e. Practical problems based on family diet.
      (1) Cost of foods.
      (2) Seasonal foods.

Shelter and Health

A. Suggestive Problem for the year:

What must a ninth grade girl know about managing the house, to be of the most assistance to her family?

1. Home management:
   a. Essentials:
      (1) Division of income.
      (2) Division of labor.
      (3) Division of time.

General Summary

Clothing	Food	Shelter
	Fifth Grade	
Elementary stitches and processes. Knowledge of warp, woof, selvage, cost and use of materials.	Food combinations with special reference to children's lunches. Simple table setting.	Everyday care of pupil's own room.
	Sixth Grade	
Use of machine. Simple garment on kimona lines. Materials suitable. Use of pattern. Selection of simple trimmings, hand and machine made. Comparison of shop and home made garment.	Home and school meals. Suitable combinations. Simple cookery of food. Special emphasis on fruits and vegetables.	Care and cleaning of: Kitchen furnishings. Bathroom.
	Seventh Grade	
Underwear suitable for the girl. Practical articles for the home. School dress of wash material. Care and repair of clothing.	Adequate meals: Home breakfasts and lunches.	Simple house furnishings for living rooms.

General Summary — *Continued*

Clothing	Food	Shelter
	Eighth Grade	
Underwear (continued). Wash dress or other practical garments. Mending (continued). Simple alterations. Laundering of simple articles. Harmony of line and color. Selection of garments and textiles.	Feeding the family: Marketing, relation of cost to income. Adapting of recipes to size of family. Family dietary. Infant care and feeding. Invalid feeding. Table service. Cooking for school lunches and cafeterias.	Sanitation in the home and community: Everyday care and precautions in the home. Care during and after illness.
	Ninth Grade	
Planning of girl's wardrobe. Proportion of family budget allowed girl. Economics of buying. Basis of selection of wardrobe. Care of girl's wardrobe. Hats. Party dress. Tailored skirt. Community problem.	Food study: Value to body. Relation to health. Dietary study: Calorie requirement for girl — for family. Practical problems based on family diet.	Home management: Division of income. Division of labor. Division of time.

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HYGIENE

Aim

The aim of this work is to obtain, preserve, and promote health.

This subject should have a place in the school life of every child for the following reasons:

1. To aid the home in establishing good health habits and correcting physical defects.
2. To increase the efficiency of the school by improving the health of the pupils.
3. To produce citizens whose health provides for maximum efficiency.

Report on Conditions

The home is not accomplishing all that is desired in establishing good health habits as is shown by answers to the following questions, asked of pupils in city schools of Southern California here listed:

Kindergarten—Some of the Los Angeles Schools. First Grade—San Bernardino Schools. Second Grade—Riverside Schools. Third Grade—Santa Monica Schools. Fourth Grade—Redlands Schools, no report. Fifth Grade—Long Beach Schools. Sixth Grade—Pomona Schools. Seventh Grade—Pasadena Schools. Eighth Grade—Santa Ana Schools.

What did you have for breakfast this morning?

How many windows were open in your sleeping room last night?

Did you remove all your day clothing before going to bed?

Did you brush your teeth this morning?

Sixteen hundred and six pupils answered these questions and when tabulated their answers give the following results:

Twenty-three per cent of all the pupils drank coffee for breakfast. The term coffee as understood by children is so variable that some allowance should be made for some of the smaller children not meaning real coffee, and some may have thought that the question meant, what did the family have for breakfast?

A little over seven per cent of all the pupils slept in rooms with no windows open. (Questions asked in May, 1918.)

A little over eighteen per cent did not remove all their day clothing on retiring.

Thirty-nine per cent did not brush their teeth.

The extent to which school pupils have physical defects which have been detected by health authorities is set forth in the following report of the "Department of Health Supervision in the Los Angeles Schools" for 1915 and 1916 (the last printed report available in June, 1918).

Total number of examinations, 51,306.

Of pupils examined twenty per cent were found to have defective teeth; fifteen per cent defective eyes; nine per cent defective tonsils; five per cent defective ears; one and five-tenths per cent defective heart; nine-tenths defective lungs, and six per cent suffered from adenoids.

In the San Bernardino schools a thorough examination of the teeth was made during January and February of this year. Of the 1540 pupils examined, 1250 needed dental attention, or eighty-one per cent.

Dr. Thomas D. Wood in his article in *Good Housekeeping* for June, 1919, page 29, gives the following statistics about the health of school children:

Mentally defective.....at least 1%
Tuberculosis now or have had.....at least 5%

Organic heart disease.....over 1%
Defective hearing..... 5%
Defective eyes.....25%
Malnutrition.....25%
Adenoids, diseased tonsils or other glandular defects 15 to 25%
Weak foot arches, weak spines or other joint defects 10 to 20%
Defective teeth.....50 to 75%

Seventy-five per cent of the school children of the United States have physical defects which are potentially or actually detrimental to health; most of these defects can be remedied.

The schools are not sending out citizens with health satisfactory for maximum efficiency, as is shown by the fact that the United States Recruiting Office of Los Angeles reported that, approximately, two out of every five recruits were rejected for physical defects. Congressman Randall reported that throughout the country eighty-five per cent of the recruits for the army were found to be physically defective; and at first these were all rejected; later only twelve per cent were rejected. The others were accepted, and their defects corrected, or they were given special service.

The health of the child more than anything else determines his regularity of attendance, his behavior, and his ability to cope successfully with problems confronting him, and we offer no apology for saying that efficient supervision and instruction in matters of health should have first place in the school organization.

Outline of Work

The following is a very general outline of the work to be accomplished in carrying out the aim as stated above.

First, Health and development examinations and correction of defects. Every school should provide health specialists to examine every pupil at least twice a year, to supervise

the health of the pupils, and to correct those physical defects which need correcting.

Second, Proper adjustment of the school to the child's needs. The buildings, grounds, equipment, daily program, teacher, fellow pupils, personal needs, etc., should be such as to provide the optimum of health for each pupil.

Third, To establish in the child ideals in regard to the following, and in every way possible aid him in realizing these ideals.

A. Foods and accessories:
   1. When to eat and drink.
   2. When not to eat and drink.
   3. What to eat and drink.
   4. What not to eat and drink.
   5. How to eat and drink.
   6. How not to eat and drink.
   7. Alcohol, tobacco and narcotics.
   8. Indiscriminate drugs.
   9. Elimination.
   10. Preparation of wholesome meals.

B. Clothing:
   1. Purposes.
   2. Nature.
   3. Disadvantages.
   4. Making of hygienic clothes and dressings.

C. Housing:
   1. Ventilation.
   2. Light and heat.
   3. Cleanliness.
   4. Water supply.
   5. Furniture.
   6. Surroundings.

D. Cleanliness:
   1. Care of skin and accessories.
   2. Care of eyes, ears, nose, mouth, throat, lungs, alimentary canal, and genito-urinary system.
   3. Bacteria and communicable diseases.

E. Work, play, rest, sleep:
   1. Attitude toward.
   2. Kinds of.
   3. Purpose of.
   4. Dangers of.
   5. Posture in.
   6. Quality of.
   7. Time for.
   8. Effects upon circulatory system, respiratory system, muscular system, neurone system.

F. Clear clean thinking:
   1. Attitude toward one's origin and perpetuation.
   2. Attitude toward health and disease.
   3. Attitude in regard to pain and pleasure.
   4. Attitude toward fear and bravery, sympathy, etc.

G. Knowledge of first aid.

H. Knowledge necessary to be hygienic home makers.

Hygiene in Kindergarten (30 Minutes Per Week)

Brushing teeth and cleaning nails.

Neck and ears as clean as face and hands.

Regularity of toilet.

Sneezing, coughing, and blowing of nose always in handkerchief and away from others, *i.e.*, head turned aside.

Care in avoiding breathing in faces of others.

Bad breath calls for home attention, and home co-operation should be sought.

Regularity of sleeping hours and plenty of fresh air.
No between meals piecing.
Plenty of water between meals.
No coffee or tea. Milk and fruit juices only.
Thorough mastication of food, taking small mouthfuls.
Mouth closed when chewing as well as when breathing.

Hygiene in First Year (30 Minutes Per Week)

Cleanliness:

Care of skin, hair, teeth, nails. Illustrated and carried out by means of songs and games.

Ventilation:

Fresh air—sleeping with open doors and windows, or on porches.

Exercise:

Playing every day in the open air. Teach games that exercise, as play, all parts of the body.

Food:

Avoidance of tea, coffee and all stimulants. Importance of abundance of good water.

Plenty of fruits and vegetables, with little meat and a minimum of sweet.

Elimination:

Good bowel movement every morning.

Poise:

Good position of body in sitting, standing or walking. (Folk games give ease and grace in movements of body.)

Hygiene in Second Year (30 Minutes Per Week)

Cleanliness and care of the body as a whole.
Correct posture.

Talks on general appearance, creating habits of neatness and order.

Games and plays for sense training.

Care of teeth.

(Here use of lead pencil begins and the dangerous 'pencil sucking" habit should be forestalled by thorough drill on—"Put Nothing Into the Mouth but Food and Drink.")

Hygiene in Third Year (30 Minutes Per Week)

Review work of preceding grades, emphasizing cleanliness without and within, as best preventive of disease.

Insist on proper care of teeth, nails, ears, eyes, nose, and skin.

The body's need for fresh air and rest, and how to attain them. Exercise, sleep, relaxation, etc.

Simple lessons on the framework of the body from illustrations.

Show pictures of crooked spines resulting from improper posture when reading or writing. Never slouch at home or at school.

Teach proper lighting for good work and eye saving while young.

Teach the body's need for proper food. Especial attention to bone and tissue builders.

Guard against pencil sucking, telling dangers of the habit as well as the loss of speed in work.

Hygiene in Fourth Year (30 Minutes Per Week)

General topic: — Digestion.

I. The body compared to a house.

II. Building materials: Muscles, bones, nerves — blood, food, water, air.

III. The master of the house orders things done. Some things done by servants while he is asleep.

IV. The front door — the mouth: lining, teeth, saliva, mastication.

V. What goes into Your House? Food — five classes of food.

VI. What the Stomach Dwarf does with the food — Process of digestion in the stomach; in the intestines.

VII. Necessity for the removal of garbage daily.

VIII. What happens when the Stomach Dwarf receives too much food; too much sugar.

Also Teach:

I. Modesty.

II. Care of the outside of the House: — Bathing, care of hair, nails, teeth, eyes, etc.

III. Training of mind and body: — Good habits established in thinking, eating, sleeping. Cheerfulness as aid to digestion and good health.

IV. Perpetuity of the race: Stories of plants, birds, fishes, and animals.

God made the first tree, plant, etc., as a pattern and planned the perpetuity of each.

(The teacher may make good use of *Your House Wonderful*, put out by the Uplift Publishing Co.)

Hygiene in Fifth Year (60 Minutes Per Week)

General topic: Respiration.

Air: — Its composition. — Value of oxygen. — Danger from CO_2. — Test for pure air.

Ventilation: — Amount pure air needed per hour each person. — Effect of: breathing impure air, overcrowding, overheating.

Best temperature for studying, — for living room, — for sleeping room. — Value of outdoor sleeping.

How best to ventilate rooms: — Living, sleeping, sick room, school room.

Heating: — Fireplace — stove — danger from gas or oil heaters.

Importance of sunlight in homes (draw plans of houses to illustrate ventilation and sunlight in rooms).

Where to place bed in sleeping room — Why?

Lungs and air passages and their care: — From chart learn names, structure, and function of each part.

Need for good lung expansion — Exercises for lung expansion.

Need for good posture in standing, sitting, and walking. How to carry the body lightly. Cultivation of poise and grace beneficial and essential.

Germs of disease attacking lungs and air passages — Brief study of: — Colds, catarrh, bronchitis, influenza, pleurisy, pneumonia. *What to do* and *what not to do.*

Nasal breathing essential — Why — Dangers from mouth breathing: — Germs, dust.

Keeping down dust in cities — In the homes (Sweeping and dusting demonstrated and criticised favorably or unfavorably).

Lung crowding by sedentary occupations too long continued — Relax and breathe deeply every half hour.

Need of exercise periods, deep breathing with *chest forward and up* till it becomes second nature, making dome roof for lungs.

Need for loose clothing and foot comfort — Dress studied as suited to occasion and occupation.

Effect of tobacco smoke on air passages — Smoking more harmful in youth than in adult life — Why — Cigarettes more harmful than cigars.

Effect of alcohol on lungs.

Adenoids and enlarged tonsils: — Common in period of childhood.

Evil effects of mouth breathing: — Upper teeth protrude, lips thicken and protrude, bacteria enter mouth, cold and dust reach throat and lungs.

Adenoids: — What and where — Symptoms — Effect on health, mental development, and life habits.

Tonsils: — What and where — Filters — Dangers from enlarged and diseased tonsils.

First Aid

First aid in emergencies is very attractive as well as helpful to pupils in this grade.

Teachers will find helpful material in Gulick's *Book of Emergencies; First Aid* — Red Cross series; and *Boy Scout Hand Book.*

Discuss and have demonstrations by pupils on what to do, when to do it, and what not to do.

State text, *Primer of Hygiene,* pages 46–62 is the pupils' study text.

Hygiene in Sixth Year (60 Minutes Per Week)

I. Circulatory System:

Blood, the great builder of life — Its component parts and function of each.

Heart, the center of circulation.

Pulse: — Located and counted — Normal for child — for adult — for aged. —Fast, slow, thready pulse — meaning of each.

Blood Vessels: — Arteries lead from heart. Veins lead to heart. Capillaries form connection.

Temperature: — Taken where and how? Normal, subnormal, fever, high fever. Child's normal temp. ½ to 1 degree higher than adult.

Exercise: — Moderate, beneficial to circulation. — Violent, injurious to the heart. — Athlete's heart, enlarged and weakened.

Alcohol: — Effect on heart, arteries, veins.

Bleeding: — Arterial, how recognized, how stopped. — Venous, how recognized, how stopped. — Nose bleeding, how stopped. Clot, its value, when harmful. Bleeders.

Kidneys: — Appearance, location, function. How they remove body waste. Things injurious to the kidneys.

Skin: — Structure, function. Epidermis, nerveless and bloodless, a protector of true skin. Dermis contains glands, hair follicles, blood vessels, and nerves. A heat regulator of the body.

Care of skin: — Bathing for: (1) cleanliness, (2) stimulation, (3) decrease of temperature.

Appendages of skin: — Hair, nails. Function, structure, care of each.

Clothing: — Purpose, protection against injury, heat or cold, sun or rain; as aid in personal appearance. (Neat and clean rather than expensive or showy.)

Danger of wet clothing or wet feet.

Carriage of the body.

Need for erect carriage: — Health, comfort, beauty.

Spinal column the essential part of the framework as it carries the head on its top; from it the ribs and shoulders are hung; the weight of the upper part of the body rests upon it; and the nerves of the whole body pass through it to the brain.

Therefore a perfect spine is essential to good health and a good physique.

Muscles: — Hold body erect if in good tone; give motion, strength, and beauty; protect bones, blood vessels, nerves, etc.

Need for educating muscles in youth.

Exercise strengthens muscles, is essential to good digestion, therefore should be taken regularly and in open air whenever possible.

II. Nervous System, the ruler of the body.

Departments: — Brain, spinal cord, nerves. Location and work of each.

Care of the nervous system. Need of rest and quiet recreation.

Amount of sleep necessary and regularity of sleeping hours.

Effect of pain upon nervous system.

Importance of habit.

How is a habit formed?

Seven hygienic habits you should form:

1. Keep your teeth clean. 2. Eat moderately, chewing food well. 3. Breathe pure air whenever possible. 4. Retire regularly and reasonably early. 5. Take proper exercise and hold yourself erect. 6. Learn to rest and keep yourself calm. 7. Guard yourself, so far as possible from disease germs.

Hygienic habit making essential to right living and happiness.

Mental habits best formed in youth. Habit of cheerfulness essential to health and success.

III. Review Digestion and Foods.

Foods and their uses in the body.

Need of building materials.

Foods build up tissue, give heat, give strength and energy for work.

Careful selection of food necessary.

(First seven chapters of *Food Saving and Sharing*, U. S. Food Adminstration, good to use here.)

Importance of well cooked food. Cooking of starchy foods.

Use of fats in cooking.

Caring for foods.

Spoiled food due to bacteria.

Cleanliness keeps down bacteria.

Cold keeps bacteria from growing.

Cooking food kills bacteria.

Digestive organs and their work.

From chart learn names and location of parts of alimentary canal.

Learn function of each organ of digestion.

Tell story of digestion.

Elimination of waste matter a daily necessity. Health of digestive organs essential.

Work in "First Aid" and "Emergencies" continued through the year, dealing especially with — What may happen in vacation and how to meet it.

Hygiene in Seventh Year (60 Minutes Per Week)

The work will consist of First Aid and Emergencies including the making of bandages and dressings of various kinds.

Hygiene in Eighth Year (60 Minutes Per Week)

The hygiene of the home and the community.

This work should be correlated with the work in home economics and should include work for boys as well as for girls.

INDUSTRIAL ARTS

Scope

The study of industrial arts in the elementary school should give the child a survey of the whole industrial field:

1. It is the use of common materials such as foods, textiles, woods, paper, metals, clays and allied materials, raw materials and discard materials in solving problems.
2. It is the study of man's efforts to change raw materials into articles of greater use and value.
3. It is the study of men and women at work in the great industries today; it develops an appreciation of the interdependence of people all over the world.
4. It involves the study of art, literature, history, geography, mathematics, and science, for all these subjects deal with man at work, attempting to gain his living and to improve his condition.

Aim

The aims of industrial arts are:

1. To stimulate the spirit of inquiry and investigation.
2. To produce a general industrial intelligence by means of vital problems which lend themselves to muscular activities.
3. To develop the individuality of the child through the study of processes needed to call forth interest and effort.
4. To acquire appreciation and understanding of man's environment which is the result of inventions to meet his material and esthetic needs.

5. The study of production, manufacture, and distribution of common materials.
6. To stimulate ideals of service through community life.
7. To quicken the perception for beauty and develop the power to judge what is good, so that the harmony of home surroundings will give greater enjoyment.

Place in the Curriculum

Industrial arts has a vital place in the curriculum. It unifies the work of the whole school; and establishes the proper relations with the industries of the community and the rest of the world.

Practical Application

1. For constructions that meet a definite need which the child wants to satisfy, such as the making of a doll, a book, or using blocks.
2. For illustrations:
   a. Stories: Literature, history, geography, pageants, holidays, national heroes.
   b. To show graphically:
      Life on a farm.
      Fruit ranch.
      A California orchard. (Planting and care of trees; picking, handling, transportation of fruit.)
      Sowing and harvesting in other lands.
      The Panama Canal locks.
      The United States mail system.
      The making of a harbor.
      Development of petroleum.
      Water supply: Domestic, irrigation, reclamation.

These illustrations may be very simply developed and yet be quite worth while for the sake of clarifying thought.

In the study and working out of all these projects, the dominant thought is to bring the life outside the school more closely in touch with the life of the child.

Kindergarten and First Grade

In planning work for kindergarten and first grade, begin with the child's experiences in his home as a member of a social group, and his relationships to the interests and activities of the group — home life, civic life, transportation.

The following projects are suggestive, each teacher choosing from the list those which personally appeal to her and that are adapted to the locality in which she is working.

The study of Home Life includes: Food, Clothing, and Shelter.

Materials: Foods, textiles, wood, paper, metals, clay and allied materials, raw materials, discard materials.

Food:

1. *Cereals:*

Wheat. — From planting to harvesting. From the farm to the stores. Making of bread, biscuits, crackers, macaroni, cakes.

Suggested Problems

a. Wheat seed planted in damp cotton, cheesecloth, blotting paper, or damp sand. Gathering the ripened grain and grinding into flour. Make bread.

b. Represent a bakery shop; make baker's cap and apron; make paste from flour.

c. Tea-party; invitations, napkins, toy dishes.

2. *Milk:*

The dairy — care of cows, goats.

Suggested Problems

a. Clay modeling; animals, barn, trough.
b. Paper cutting; cow, goat, barn, stool, pail, milk bottle.
c. Discard materials; milk wagon.

3. *Meat, Fish, Poultry:*

Discussion of beef, fish, poultry.

Suggested Problems

a. Construct barn, incubator, chicken-coop, animals, chickens, eggs, fish.
b. Represent meat or fish market.

4. *Fruits, Nuts, Vegetables:*

Orchards, vegetable gardens.

Suggested Problems

a. Represent orchard; trees, fruit, vegetables.
b. Playing store.
c. Clay modeling; vegetables, fruits.

Clothing:

1. Discussion of good combinations (color, design, texture) used in clothing worn by children.
2. Briefly, through indirect discussions and by handling, distinguish between most important kinds of textile materials, and gain some idea of the sources of cotton, wool, silk, linen, and observe wherein they differ.
3. Care of clothing — the laundry.

Suggested Problems

a. Making dolls, dressing dolls (paper, raffia, rags, stockings, clothes-pins, bottle, kelp, oak-balls, cones, nuts, wood, clay).

b. Making costumes for plays, festivals, and illustration of stories. Experiment with newspaper patterns. Develop in any available discard material.

c. Become familiar with some uses of thread, cord, and yarn; knotting, braiding, knitting, crocheting, weaving.

(1) Finger Crochet and Spool Knitting. (Toy reins, skipping-ropes, bath-robe cords, curtain cords.)

(2) Braiding. (Raffia chains, mats, hats, rag rugs, narrow bands for dolls' hats.)

(3) Weaving. (Mat of cat-tail leaves or other pliable material, cotton wash cloth, rag rug woven on cardboard loom, hammock woven on wooden loom.)

d. Washing. (Construct wash-tub, board. Wash dolls' clothes.)

Shelter:

Discuss:

1. Doll's house.
2. Home life in the city — policeman, fireman, postman, street cleaner.
3. Home life in the country.
4. Home life of other lands.
5. Indian life.
6. Games, playthings, toys.

Suggested Problems

Use of kindergarten blocks, clay, sand, cardboard, paper, wood, cloth, matting, sticks, twigs, grasses, and discard materials for sand table representation of home life, farm life, community life, life in other lands.

Second Grade

Materials: Foods, textiles, wood, paper, metals, clay, and allied materials, raw materials, discard materials.

Food:

1. *Cereals:*

Wheat. — Review study of wheat.

Corn. — Primitive preparation of. Usage in religious ceremonies. Uses at present time. Commercial preparation of cereals: corn meal, hominy, corn-flakes and by-products; starch, oil, husks.

Stories:

Roman Goddess of the Harvest.
Story of Mondamin, Hiawatha.
Gift of the Indians to the Pilgrims.

Suggested Problems

a. Planting corn in school gardens.
b. Grinding corn; popping corn.

2. *Milk:*

Review work of first grade.
Discuss churning process, primitive and modern.
Use of buttermilk as a food.

Suggested Problems

a. Make butter and buttermilk.
b. Booklet illustrating "Butter-making."
c. Construct churn, butter bowl, paddles, molds, tubs.

3. *Meat — Fish — Poultry:*

Hog raising.
Clam industry.
Preservation of food: drying, salting, smoking, pickling, use of refrigerator.

Suggested Problems

a. Primitive methods of drying. Smoke meat.
b. Represent hog ranch.

c. Fish market: methods of weighing fish, construct scales, simple baskets for carrying fish.

4. *Fruits — Nuts — Vegetables:*

Review work of first grade.

Continue discussions of orchards. Injurious and useful insects. Protecting grapes with bags.

Suggested Problems

a. Drying of fruits: apples, apricots, peaches, prune-plums. Dry apricots and cherries whole.

b. Paper cutting: bowls, jars, fruit, labels. Make paper bags.

Clothing:

1. Primitive clothing.
2. Use of furs, skins, leaves joined with thorns, grasses, fibres.
3. Primitive loom.
4. Modern loom.

Suggested Problems

a. Weave simple rug, bag, or basket.

b. Make costumes for school play.

Shelter:

1. Study of primitive shelter: Indian life, log cabins.
2. Study of modern shelter: Bungalow, cottage, apartment house, hotel, public buildings, schools, churches.

Suggested Problems

a. Indian life illustrated on sand table; Indian costumes.

b. Build and furnish bungalow. Use natural and discard materials.

c. Make booklet illustrating activities in home.

d. Graphic and constructive representation: — Civic officers and community helpers: Fireman, policeman, postman, street cleaner, district nurse.

Third Grade

Materials: Foods, textiles, wood, paper, metals, clay and allied materials, raw materials, discard materials.

Food:

1. *Cereals:*

Rice. — Discuss manner of planting and growing rice at home and in other lands. Industrial processes involved in the preparation of rice. Bleaching, polishing, puffed rice. Making of rice flour and rice paper.

Stories:

Lafcadio Hearn — *Burning of the Rice Fields.*
Bryant — *Stories to Tell to Children.*
De Foe — *Robinson Crusoe.*

Suggested Problems

a. Raising rice.
b. Sand table illustrations.
c. Make collections of different kinds of paper.

2. *Milk:*

Study the cheese industry in this and other lands. The use of reindeer milk, koumiss, and buttermilk as food.

Suggested Problems

a. Make cottage cheese.
b. Make poster to illustrate the cheese industry.

3. *Meat — Fish — Poultry:*

An Australian sheep ranch.
Abalone industry.

Suggested Problems

a. Sand table project: Life on a sheep ranch.
b. The transportation of mutton.
c. Make collection of buttons.

4. *Fruits — Nuts — Vegetables:*

Growth, preparation, and transportation to market of dates, raisins, cocoanuts, coffee, cocoa, walnuts, peanuts, and almonds.
Bean culture.

Suggested Problems

a. Dry figs, dates, raisins.
b. Make chocolate or cocoanut candy for school sale.
c. Dry beans.
d. Raise peanuts and make peanut butter.

Clothing:

1. Study sources of wool and cotton.
2. Processes: Shearing, washing, preparation of fibres, carding, spinning, weaving.
3. History of weaving.
4. History of needles and pins.
5. Pastoral life.

Suggested Problems

a. Plant cotton seed.
b. Tests for cotton and wool.
c. Weave basket or pillow.
d. Make charts, showing the history of weaving; paper poster, illustrating pastoral life; on sand table illustrate value of reindeer to the Eskimo.

Shelter:

1. Study of primitive life — tree dwellers, cave dwellers, cliff dwellers, lake dwellers, early sea people, life of the Five Nations, Pueblo, Navajo, Sioux, and Alaskan Indians. California Missions.

Suggested Problems

a. Booklet of Indian symbols used in design.
Weaving simple baskets — Indian symbols.
b. Make bowl — coiled method — decorate.
c. Primitive method of cooking; heating water with hot stones and boiling corn.
d. Posters of primitive life.
e. With clay build miniature mission and adobe house.

Fourth Grade

Materials: Foods, textiles, wood, paper, metals, clay and allied materials, raw materials, discard materials.

Food:

1. *Cereals:*
Oats. — Growing and marketing.

Suggested Problems

a. Raising oats in school garden.
b. Preparing for use.
c. Cooking oatmeal.
d. Collecting advertisements and labels of different oat products.
e. Illustrating transportation by rail or by water.

2. *Milk:*
Review work of previous grades.
Discuss preservation of milk, condensing, canning, evaporating.

Suggested Problems

a. Scrap book illustrating above processes.

3. *Meat — Fish — Poultry:*
   Raising ducks and turkeys.
   Use of wild game.
   The oyster industry.
   The whale industry.

Suggested Problems

a. Freehand paper cutting to illustrate above industries.
b. Illustrate turkey drive, harpooning whales, and netting oysters.

4. *Fruits — Nuts — Vegetables:*
   Class discussion: Orange, lemon, and grapefruit orchards.
   Packing-house: Storage and transportation.
   Preserving fruits: Marmalade and candied orange peel; fruit juices.

Suggested Problems

a. Represent orchard on sand tables.
b. Cut paper illustration — freight trains or shipping fruit by water.
c. Candy fruit.
d. Roast apples, corn, potatoes.
e. Make drink of fruit in season. (Fold paper cup.)
f. School sale.

Clothing:

1. Source, use, and comparison of wool, cotton, silk, linen, jute, furs.
2. The hunter and trapper: History, value, and care of furs.

Suggested Problems

a. Raise silk worms.
b. Make collection of cloth as to quality, design, and color.
c. Weave hat band, necktie, or Navajo blanket.
d. Dye cloth with berries, bark, or nut husks.
e. Make collar and cuff set.

Shelter:

1. Building materials: Sources and use of wood, brick, stone, concrete, clay, tile, steel, iron, glass, paper, plaster, sand.
2. Visit lumber yard or brickyard.

Suggested Problems

a. Design floor and side elevation of house.
b. Construct paper furniture.
c. Make bricks — build wall.
d. List kinds and uses of wood.
e. Make wooden toys from discard materials.

Fifth Grade

Materials: Foods, textiles, wood, paper, metals, clay and allied materials, raw materials, discard materials.

Food:

1. *Barley:*
   How planted and prepared.
   Study of food value of grains.
   The farmer's friends.

Suggested Problems

a. Raising barley.
b. Grinding the grain.
c. Mount specimens of all grains.
d. Make barley soup.

2. *Milk:*

Discuss modern dairy, sanitation, labor-saving machinery, milk records, bottling, preservation, and distribution, home care of milk.

Suggested Problems

a. Make milk records.
b. Separate milk.
c. Make ice cream.
d. School sale.

3. *Meat — Fish — Poultry:*

Class discussion: Value of storage for foods.

Fish hatcheries; stocking streams; use of refrigerator cars; smoking, salting, drying, canning meats, and fish; canning soups.

Suggested Problems

a. Graphic and constructive illustration of Fisherman's Life.

b. Making fish netting.

c. Knots used by Boy Scouts: Overhand, granny knot, slip knot, square knot, sheep bend, and splicing.

4. *Fruits — Nuts — Vegetables:*

Prunes: Handling by manual labor or by machinery.

Olives: Water cure, brine, canneries.

Potatoes: Value as a food, ways of cooking, care of vegetables.

Salt and spices.

Suggested Problems

a. Bake potatoes.
b. Collect recipes for cooking prunes.
c. Make prune soufflé.

d. Graphic and constructive representation of Marco Polo's visit to the Spice Islands.

Clothing:

1. Review work of previous grades.
2. Study of leather:
   a. Primitive methods of preparation and tanning of skins.
   b. Relation to modern manufacturing, commercial and industrial life.
   c. Uses: gloves, shoes, bags.
   d. Workers.
3. Study of pressed materials: felt.

Suggested Problems

a. Make a collection of threads from leather-thongs, ropes, twine, cord, to finest thread.

b. Collect pictures showing the development of the leather industry.

c. Half-sole and heel shoes.

Shelter:

1. Study history of wood, brick, stone, marble, clay, concrete, slate, tile, steel, iron, plaster, sand, glass.
2. Visit a lumber mill. Uses of wood in building docks, bridges, ships, railroad-ties, cars, automobiles, wagons, telegraph poles, roads.

   Substitutes for wood: beaver board, paper, concrete, and glass.

   Visit a paper mill and a glass factory.

Suggested Problems

a. List woods as hard and soft.

b. Make a collection of pictures of different kinds of buildings.

c. Draw plans and construct doll house for first grade.
d. Make paper.

Sixth Grade

Materials: Foods, textiles, wood, paper, metals, clay and allied materials, raw materials, discard materials.

Food:

1. *Grain:*

Journeys of food. Primitive and present methods of carrying food. Sowing and harvesting wheat in many lands. History of grains. Bread: kinds, how made. Visit to a bakery. Visit to a macaroni factory.

Suggested Problems

a. Construct bread box, board, rolling-pin.
b. Make bread.
c. Make book illustrating "Story of Bread."

2. *Milk:*

Food value of milk. Butter-making, ancient and modern. Principal butter-producing countries.

Suggested Problems

a. Make butter.
b. Sterilize milk.
c. Make custard.

3. *Meat — Fish — Poultry:*

Raising poultry. Discuss process of candling, preserving, packing, and transporting eggs. Feather industry.

Suggested Problem

A boy bought a hen and a setting of twelve eggs. He built a chicken-house and yard. After paying all expenses, what would be his profit at the end of a year?

4. *Fruit — Nuts — Vegetables:*

Sugar-making: Cane, beet, maple.

Life of the bee. The bee industry. Honey and by-products. How the wasp helps the farmer.

Suggested Problems

a. Classify foods that are heat producing and contain fat, sugar, minerals, starch.

b. Make book illustrating "sugar making."

c. Can vegetables and fruits.

Clothing:

1. A child leaving the sixth grade should know the following about textiles: The sources and qualities of at least the four principal fibres of commerce; an appreciation of the processes by which these fibres are made into thread; how thread is made into cloth; how garments are made; and the important facts in connection with cleaning and laundering of textile materials.
2. The fundamental purpose should be to train the individual to appreciate and judge intelligently suitable materials, so that he can buy, make, and care for his clothing and home furnishings to the best advantage.
3. Class discussion should include relative value and prices of: wool, cotton, silk, linen, rubber, furs, leather, and the suitability of these materials for different seasons, climates, and occupations: and comparative quality of materials.

Suggested Problems

a. Collect illustrations for history of costume.

b. Make charts of different cloths.

c. Review knots of fifth grade. Add the following: timber hitch, two-half-hitch, clove hitch, sheep, shank, bowline, fisherman's.

Shelter:

1. Planning and furnishing a home.
   - House: Situation, drainage, building materials.
   - Heating: Open fires, stoves, steam, hot water, gas, oil, electricity.
   - Light, candles, kerosene, gas, electricity.
   - Plumbing and tiling.
   - Walls: Paper, asbestos, kalsomine, paint, textiles, pictures.
   - Floor coverings: Rugs, linoleum, matting.
   - Furniture: Suitability, durability, simplicity.
2. Care of the home.
3. Landscape gardening.

Suggested Correlations of Subject Matter under the Problem of Shelter

1. Art: Design — Interior decoration.
2. Literature:
   - Alice Morse Earle — *Early Colonial Days.*
   - Frank G. Carpenter — *How the World Is Housed.*
   - James F. Chamberlain — *How We Are Sheltered*
3. History: History of materials.
4. Geography: Sources of building materials.
5. Arithmetic: Problems related to house.

Materials Used

Natural Materials

Acacia seeds
Acorns
Bamboo
Berries
Birch
Corn husks
Eucalyptus seeds
Feathers
Ferns
Grains
Kelp
Leaves
Magnolia seeds
Melon seeds
Oak-balls
Pumpkin seeds
Rose-hips
Shells
Stones
Twigs
Umbrella Seeds
Willow (for whistles)

Discard Materials

Almanacs, calendars
Beads
Buttons
Button molds
Chalk boxes
Clothes-pins
Collar buttons
Corks
Corrugated paper
Empty cigar boxes
Empty pasteboard boxes
Flour, sugar, or salt sacks
Kodak reels
Leather
Meat skewers
Milk bottle tops
Newspapers
Paper bags
Papier-maché cheese boxes
Ribbon bolts
Rings
Sawdust
Shoe buttons and laces
Spools
Straw
String
Tin-foil
Tarletan
Wire
Yarn

KINDERGARTEN

The kindergarten should be a vital part of every public school system. It has passed the period of probation and it must now justify its place in the public school system by actual results.

The great educational principle of self-activity underlying the kindergarten is an accepted principle in all education today. From the kindergarten to the university, students are urged to be self-expressive, to think out their own problems.

It is most desirable that the kindergarten should work in connection with the rest of the elementary school in its course of study and in its interpretation of educational principles. The work should be so arranged that the first grades should be a continuation of the kindergarten. Experience and data show us that this has not always been the case; there has been and is still too much separation.

Two difficulties present themselves in the working out of this continuation scheme:

1. The California state law reads that children may enter the first grade at six; consequently many children enter the first grade with no kindergarten training; others with insufficient kindergarten training; while others may be kept in kindergarten too long. Promotion from kindergarten should be made when a child is ready for first grade. In case the child remains in the kindergarten, work must be provided that will meet his growing abilities.

All children *should* have kindergarten training. This would give the work of the first grade more regularity and more could be accomplished.

2. The kindergarten has not always stated in definite terms just what it is doing; and the first grade teacher, as a result, has not had a basis on which to build. Hence this course of study has been worked out in terms of the elementary school to make it more intelligible to all. In the kindergarten we consider all the subjects indicated, but not as *separate* subjects; all is done in an informal, natural way through excursions, conversations, stories, games, dramatization, music, and the play materials of the kindergarten.

General Aim of the Kindergarten

1. Social adjustment through social experiencing.
2. Individual development through the use of the child's natural impulses and interests.
3. Enrichment and interpretation of the child's experiences.
4. Stimulation to purposive thinking in every activity of the child.

Subject Matter

Physical Education

Natural Plays, Rhythms, and Games

Purpose and aim:

1. To recognize a child's natural instinct to play and to give outlet to his desire for physical activity.
   a. To develop physical skill and alertness.
   b. To develop initiative and control.

2. To develop a strong healthy body, by:
   a. Furthering the coördination of the larger muscles.
   b. Establishing good habits of sitting and standing.
   c. In coöperation with the home, working for physical hygiene for the child in regard to sleep, food, clothing, cleanliness.

3. To give training in social cooperation.

Minimum essentials:

1. Familiarity with games of each of the following types:
   a. Ball games.
   b. Games for muscular activity and control.
   c. Dramatic and representative games.
   d. Rhythmic and dancing games.
   e. Sense games.
   f. Plays and games involving use of simple apparatus, such as swings, see-saws, slides.
2. Ability to form a circle and line.
3. Recognition of laws that control games.

Note. — Each kindergarten teacher at promotion should send to the first grade teacher a list of games played.

Music

Purpose and aim:

1. To awaken a desire to sing.
2. To awaken music appreciation, both vocal and instrumental.
3. To train the ear and voice with special attention to monotones.
4. To stimulate physical activity that will carry over into physical control and rhythmic self-expression.

Note. — The piano should be kept in tune, pedalled correctly, played accurately, with strongly marked rhythm, and played softly when accompanying songs.

Minimum essentials:

1. Ability to sing with clear light tones.
2. Ability to listen to music.
3. Ability to recognize and respond to simple musical movements; *e.g.*, fast, slow, loud, soft, etc.
4. Recognition of ten songs or melodies.
5. Ability to sing five songs.

Handwork

Purpose and aim:

1. To provide materials that will satisfy the child's natural desire to handle and construct.
2. To increase manual control and to clarify thought.
3. To develop initiative, originality, self-reliance, perseverance.
4. To give joy and confidence through achievement.
5. To develop the ability to work with others toward a common end.
6. To stimulate and direct activities with materials that will lead to art and industrial processes.
7. To stimulate such an interest in handiwork that the child will work at home and recognize possibilities in miscellaneous materials.

Minimum essentials:

1. Growing control of materials and tools.
2. Ability to work out simple problems and projects.
3. Ability to select materials, colors, sizes, and forms in relation to the purpose.
4. Ability to judge results.
5. Ability to cooperate and work for a common end
6. Ability to follow simple directions.

Materials:

1. Large building blocks.
2. Wood and carpenter's tools.
3. Boxes — cardboard and paper.
4. Fabrics — worsted, string, etc.
5. Clay and sand.
6. Miscellaneous materials such as ribbon bolts, spools, bottle tops, collar buttons, cans, paper bags, etc.
7. Nature materials.

8. Beads, large and small; enlarged peg boards.
9. Crayola, paints, pencils.
10. Tablets, sticks, enlarged; seeds and shells.
11. Toys, dolls, toy animals, housekeeping toys. wagons, etc.

Art

Kindergarten teachers believe that art education should begin early and to that end beautiful pictures, harmonious colors, tasteful decorations, correct forms, well balanced and simple arrangements, good music, and the best literature should surround young children.

Purpose and aim:

1. To set standards for the perception and appreciation of art.
2. To stimulate observation and interest.
3. To arouse and stimulate the imagination and the creative instinct.
4. To satisfy the love of color.
5. To clarify thought.
6. To give better control of art materials.

Minimum essentials:

1. Ability to use art materials with some degree of skill.
2. A growing appreciation of beauty in pictures and in nature.
3. Some appreciation of color, arrangement, and proportion.

Materials:

1. Paint and crayola.
2. Clay and sand.
3. Pencil, paper, and scissors.
4. Beads and peg boards.

English

Purpose and aim:

1. To develop and direct the child's instinct to talk.
2. To enlarge and enrich the vocabulary.
3. To cultivate a pleasing voice, a clear enunciation, and correct expression.
4. To stimulate and develop imagination.
5. To present new ideas and ideals.
6. To develop a feeling for good English.
7. To stimulate good usage of words; *i.e.*, see, saw, seen, lie, lay, sit, set, have, got, isn't, and the avoidance of ain't.

Minimum essentials:

1. Ability and readiness to give fair interpretation of thoughts and experiences.
2. Ability to listen.
3. Ability to take part in conversation; to express himself in full sentences.
4. Power to put ideas into languages, either in asking questions or in making statements.
5. Ability to tell name and address.
6. Habits of courteous response and intercourse such as the use of "please," and "excuse me," replying when spoken to, waiting for turn, etc.

Reading and Literature

The kindergarten lays the foundation for the teaching of reading as well as for the entire study of English and literature. A rich vocabulary gives color to the stories the child reads. The telling of the stories by the child is the first step toward oral reading. Care should be taken not to take all the freshness from the stories he is to read in his primer.

We read with our own experience. We read with what we have seen and heard and smelled and tasted and felt. We read with the emotions

we have had, with the love we have loved, the fear we have feared, the hate we have hated. We read with the observations we have made and the deductions we have drawn from them; with the ideas we have evolved and the ideas we have built into them; with the sympathies we have developed and the prejudices we have failed to rid ourselves of. — *How to Read* by J. B. Kerfoot.

Purpose and aim:

1. To widen the child's horizon, stimulate his imagination, and develop his intellectual and spiritual growth.
2. To provide a means for enjoyment and to satisfy a sense of humor.
3. To give opportunity for dramatic expression and social experiences.
4. To arouse a love and appreciation of literature.

Minimum essentials:

1. Familiarity with:
   a. Ten Mother Goose rhymes.
   b. A few choice verses of Stevenson, Rossetti, and others.
   c. The best known fairy and folk tales.
   d. A few realistic stories.
   e. A browsing table with good pictures and picture books, which the child is allowed to handle freely.
2. Appreciation of a good story.
3. Ability to tell short stories.

Reference:—

Selected List of Stories to Tell Children, published by Literature Committee of 1918, International Kindergarten Union.

History

Purpose and aim:

1. To lead the child to participate through play in the activities of man.

2. To lead him to realize that one's country stands for home — its maintenance and its protection.
3. To develop a sense of patriotism.
4. To inculcate the first ideals of citizenship.

Minimum essentials:

1. An idea of the interdependence of man as typified by universal activities such as providing food, clothing, shelter. This involves consideration of home and community interests, and the needs of each — stores and shops of different types, mail service, fire department, public parks, public means of transportation. These activities should be selected from the child's environment in accordance with his interests, emphasis being placed on the human side always; that is, on the people who render services — the postman, policeman, etc.
2. An appreciation of the festivals of the year: Thanksgiving, Hallowe'en, Christmas, St. Valentine's Day, Washington's Birthday, May Day, etc.
3. Recognition of our flag and something of its significance.

Civic and Social Education

Purpose and aim:

1. To lead to some realization of social relationships.
2. To form certain ideas and habits of conduct.
3. To train in democratic living.
4. To develop power of adjustment to social situations.

Minimum essentials:

1. Some appreciation of and advancement towards:
   a. Courtesy and fair play:
      (1) Observance and use of simple social customs, such as the use of "Good morning," "Good-bye," "Thank you," etc.

(2) Willingness to listen while another is speaking.

(3) Willingness to abide by the rules of any of the games played, to "take turns," etc.

b. Coöperation:

(1) Helpfulness to individuals and the group.

(2) Ability to work on any group project that may be undertaken — a unit with building blocks, a school garden, etc.

c. Courage and cheerfulness.

d. Loyalty:

(1) As expressed in the child's love and enjoyment of his home, his school, and his country.

e. Honesty and truth-telling.

f. Civic pride:

(1) Interest in keeping schoolgrounds, streets, parks, benches, etc., clean.

g. Responsibility as an individual:

(1) For the orderliness of the schoolroom, work put away properly, own floor space free from scraps, etc.

(2) For the proper use of materials furnished him, avoiding waste.

(3) For the observance of the simple rules of conduct in and around the school, such as conduct in the halls, in the classroom, on the playground, etc.

(4) For obedience and respect for laws made to safeguard society — traffic especially.

2. Ability to formulate rules of conduct for himself and for the group.

3. Leadership, *i.e.*, ability to control people and materials.

Nature Study

We must define nature study in terms of its purpose, not in terms of its methods. It is not doing this or that, it is putting the child into intimate and essential contact with the things of the external world. Fundamentally nature study is seeing what one looks at and drawing proper conclusions from what one sees; and thereby the learner comes into personal relations and sympathy with the object. — BAILEY.

Purpose and aim:

1. To strengthen the child's love and appreciation of nature.
2. To stimulate observation and awaken interest in nature.
3. To give some idea of man's dependence on nature, and on the unseen forces of nature.
4. Humane education.

Minimum essentials:

1. Some knowledge of familiar animals, birds, flowers, and trees and of the natural forces surrounding him: the sun, rain, wind, etc.
2. An interest in simple living problems near to the child's life, and in matters outside of himself:
   a. Care and observation of animals in the kindergarten and home.
   b. Care of plants and gardens.

Arithmetic

Purpose and aim:

1. Training in numbers has no place in the kindergarten, but the child's spontaneous interest in them is stimulated and developed through his play and manual activities and he gains incidentally knowledge of proportion, quantity, number, size, and weight.

Minimum essentials:

1. Ability to tell his age.
2. Ability to count to ten.
3. Ability to associate with objects numbers through five.

MANUAL ARTS

Specific Reason for Giving the Manual Arts a Place in the Elementary School

In the sixth, seventh, eighth, and ninth grades the aim of the manual arts course is to give practical information and experience in the modern constructive processes of the typical manual industries. The purpose is to assist the youth to acquire a workable knowledge of the common mechanical world and to discover his aptitudes and his limitations, so that he can successfully manipulate the machinery of daily life, intelligently choose his vocation, and develop into an efficient citizen, competent to interpret and master his social environment.

Course of Study

The Committee recommends that the course of study in the manual arts should have prevocational value and not be confined to woodwork, but should include fundamental processes selected from the following classification of the manual arts:

1. The graphic arts:
   Freehand drawing; mechanical drawing.
2. The mechanic arts:
   Woodwork, metalwork, electricity.
3. The plastic arts:
   Cement, brick, tile.
4. The bookmaking arts:
   Printing, bookbinding.

Suggested Schedule

Sixth Grade:

Woodwork and drawing.
Concrete. (See Group 3 in outline for woodwork.)

Seventh Grade:

Woodwork.
Printing.
Electricity.
Mechanical drawing (Elective).

Eighth Grade:

Forging.
Auto mechanics.
Printing.
Mechanical drawing (Elective).

Ninth Grade:

Sheet metal work.
Machine shop practice.
Mechanical drawing.

Bench Work in Wood

Outline of Work:

In this subject the projects suggested are typical only of the constructive processes of each group. In selecting the problems for the course each school should, to a large extent, aim to meet the industrial situation of its particular community. The work must be practical and should impress the student with its importance in aiding him to earn a livelihood. The number of problems in each group must be governed by local conditions. The graphic representation should be used to aid in solving each project, and the materials used should be studied.

1. First use of saw, plane, and laying out tools; measuring, sawing, planing, squaring, and finishing.
   Typical problems: Swing board, cutting board, garden stake.
2. Simple modeling, laying out curves, use of turning saw, spokeshave, sandpaper, and finish.
   Typical problems: Airplane propeller, handles, boat.
3. Joining two or more pieces with butt joint, fastening nails or screws, sandpapering, finishing.
   Typical problems: Bracket, skate coaster, feed trough, wood forms for concrete work, flower box, bird bath, sundial, small tiles.
4. Box construction, duplicate parts, finishing.
   Typical problems: Knife and fork box, feed hopper, box trap, bird house, and forms for work in concrete.
5. Planing to three dimensions (surface planing). Stock in rough given to pupil.
   Typical problems: Coat and hat hanger.
6. Cross lap joint construction. Abstract exercise followed by application.
   Typical problems: Saw buck, field hurdles, picture frame.
7. Mortise and tenon construction. Exercise and application.
   Typical problems: Porch swing, taboret, apparatus for gymnasium and playground.
8. Panel construction, finishing and refinishing.
   Typical problems: Medicine cabinet, tool chest, repair and refinishing of school furniture or pieces of furniture brought from home.

The Committee found it a comparatively easy matter to establish the aim for the subject, also to agree upon a minimum course of study in bench work in wood. Lack of equipment and experience in teaching the other activities

listed has made it impossible for the Committee to complete definite courses in these subjects.

During the past few years the Mechanic Arts Department of the Southern Branch of the University of California has been endeavoring to solve the problem. The following courses are the result of these experiments and may be suggestive to others.

Prevocational Courses

In studying the courses one must not lose sight of the difference between prevocational and vocational training. In these prevocational courses, no attempt is made to teach a trade or train for remunerative employment. The child is being given an acquaintance instead of definite training. It is quite as important to prove to the child who is not mechanical that other ways of earning a living are more suited to him, as it is to encourage those mechanically inclined to choose a definite trade. The boy should learn early that he must master a life-maintaining occupation and that in order to do so he must be honestly industrious. He cannot afford to be either indecisive or lazy, if he wishes to hold a worthy place in the economic world.

Frequent comparisons between the different vocations is very necessary. When it is possible make visits to industrial plants and shops, where the pupils may observe the environment and feel the atmosphere of the actual commercial conditions. As the work develops, proper emphasis should be placed on technic and the use of tools in harmony with mechanical standards.

Lack of equipment will many times be found a handicap and is a problem that must be met in different ways. In city school systems the high school equipment could be used during vacant periods, or special shops, similar to the centers for woodwork, could be established in the various lines.

The general shop may be the solution, at least this would seem to answer for the smaller schools.

Again, the object of these courses is to aid the youth to find the work for which he is best adapted, by acquainting him with the typical manual industries, so that when he reaches the tenth grade he can decide on a definite vocation and begin to fit himself for it.

Woodworking and Drawing

Course as outlined above used in the sixth and seventh grades.

Time: One and one-half hours per week.

Auto Mechanics

(Eighth Grade)

Aim: This subject should be taught not to develop repairmen, but to acquaint the pupil with the principles of the internal combustion engine, and the mechanism of the various units of the automobile. Methods of manufacture should be considered, as they give an insight into a large variety of gainful occupations.

The method of instruction recommended in this course is to divide the automobile into units and teach detached units, thus tending to concentrate thought and effort. As outlined below, the course is suggestive only, and should be presented in such a manner that the pupils are led to grasp mechanical principles and their general relations and applications, rather than the special form or design. The teacher should keep in mind always that the mechanical principles involved in the automobile, and not the specific automobile, is the subject being taught.

Time: Three hours per week, one semester.

Outline of Course:

1. The Engine:
   - Cycle.
   - Parts and their relation.
   - Timing.
   - Operation.
   - Valve grinding and bearing repair.
2. Ignition:
   - Electricity, magnetism.
   - Induction, circuits.
   - Batteries, timers, circuits.
   - Distributors, spark plugs.
   - Location and repair of troubles.
3. Carburetors:
   - Fuel, mixtures.
   - Adjustments.
4. Lubrication and cooling:
   - Radiators, etc.
5. Clutches, speed change gears.
6. Front axles:
   - Steering mechanism.
7. Rear axles:
   - Types, differentials.
8. Wheels, bearings, tires.
9. Bodies:
   - Types, lines, material, finish, trimming.

Electricity

(Eighth Grade)

Aim: First, to present fundamental principles in electricity in order to give an insight into electrical occupations.

Second, to develop skill that will enable the boy to make minor adjustments and repairs on electrical devices found in his home.

Time: Three hours per week, one semester.

Outline of Work:

1. Batteries:

   Generating electric current by combining different elements (copper and zinc, carbon and zinc, copper and iron, and other couples) in various electrolytes (alkaline, acid and salt solution), noting with voltmetre the electrical pressure and flow generated by the different combinations.

2. Circuits:

   Using copper, aluminum, German silver, iron wire, of different lengths and gauges, and noting the difference in the readings of the instruments. Use compass and show deflection caused by the flow of electricity through the circuits. Use glass or paper over wire and show the magnetic whirl caused by the current.

3. Magnetism:

   Make up a helix or solenoid showing the grouping of the lines of force; make an electromagnet by inserting a soft iron core into the solenoid and show the great increase of the magnetic flux. Explain the reason for the change or increase of the strength of the magnetic field. Introduce the permanent magnet, both bar and horse shoe. Experiment upon attraction and repulsion. Make a compass.

4. Make electromagnetic vibrators, primary coils in simple forms. Run bell circuits, install in schoolroom buzzers, bells, switches. Teach locating troubles in the system. In this work the electric workman's tools should be introduced and instructions given in proper use; also in stripping, clearing, joining, tapping.

5. Ohms law, experiments with instruments and verifying with electric mathematical calculations.

Electric induction, with electromagnet demonstrate motor principle (conductor moves out of magnetic field), with the coil, a circuit, and with the galvanometer, the dynamo principle. Explain series, shunt and compound wound fields. Demonstrate a simple armature, the brushes and commutation.

Metal Work

(Ninth Grade)

Aim: The metal working courses offer the youth an opportunity to test his aptitudes for various trades and industrial occupations.

Time: Three hours per week, one year.

Outline of Course:

1. Forging:

   Operation of the forge, building, and maintaining of fire. Use of forge, anvil, hammer, and general forge tools in the fundamental processes of — drawing out, bending, twisting, upsetting, punching, splitting, fullering, swaging, case harding, welding, tempering, and annealing.

   Typical problems: Square drift pin, eye bend, gate hook, bolt, open wrench, chain links, cold chisel, etc.

   Special demonstrations and talks by instructors — cutting and welding by the electric and oxyacetylene process and application to industry. The power and steam hammer, drop-forging and the use of dies.

2. Molding and Founding:

   Molding: Practice in the use of foundry equipment, including the flask, riddle, shovel rammer, and molders' tools, in the making of cores and simple molds.

Founding: Operation of the brass furnace, building and maintaining of fire, mixing of metals, heating the crucible, and casting simple objects in soft metal.

Cupola Practice: Talk on the manufacture of iron and steel. Observation of older class men in foundry practice.

3. Machine Shop Practice:

Bench and Drill Press Work: Problems in filing, sawing, drilling, riveting, etc.

Machinery: Study of machines, oiling, adjustments, and observation of operations, or working same under close supervision of upper classmen.

Printing

(Eighth or Ninth Grades: Elective Course)

Time: Three hours per week, one year.

First Semester:

Study of twelve point (Pica) type, analysis of a letter, body, face, line, shoulder, shank, feet, neck, stem, cerifs, board, capitals, small caps, and lower case. Study of American point system, point body, point line, point set. Drill on the thickness of spaces and quads. Instruction in the use of the twelve point em as the unit of measurement of all labor-saving material. Study of labor-saving rule, leads, slugs, and reglets. Instruction in the use of the point as the unit of measure. Study in the lay of the case. Composition of straight reading matter, twelve point. Proper position at case, proper way to hold stick, to use composing rule, to pick up a letter and place it in the stick. Study of spacing. Each line should be inspected before the pupil starts on another line.

Press Work: Feeding blank sheets with treadle power. Feeding small jobs of cardboard or paper with treadle power, washing press.

Second Semester:

Analysis and composition of other sizes of type, comparing them with the twelve point, eighteen point, twenty-four point, thirty-six point, ten point, eight point. Analysis of spaces and quads should be thorough. Composition of straight work — parts of jobs. Study of different alphabets. Old English, Roman, Gothic, Script. Composition of simple jobs. Cards and simple school forms. Distribution of type. How to hold the type. How to pick up the type with the right hand. How to drop the letters, separation of the spaces, how to distinguish the different sizes and faces.

Press Work: Feeding job work with use of the meter, oiling the press.

Third Semester:

Study of brass rule, wood and metal furniture, distribution of labor-saving material. Composition of both straight and job work. Study of spacing, careful distribution. Use of the paper cutter. Making planer proofs.

Press Work: Changing tympan. Use of counter space tabbing.

Fourth Semester:

Locking up simple press forms. Composition of more difficult work in both straight manuscript work and job forms.

Press Work: Make ready for small forms. Lock up of platen forms. Care of motor, press, and rollers.

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MUSIC

Aim

Music should be taught in our schools for the following reasons:

1. It trains the sentiments.
2. It leads the child to appreciate nature, religion, country, home, duty, work, comradeship, and all that means inspiration and aspiration to the human spirit.
3. It expresses this appreciation.

Nature songs, songs of the mountains, the trees, the rivers, the flowers, the birds, the animals, all lead the child to appreciate the wonders of the great out-of-doors, to see new beauties in the world about him, and to be gentle and kind to all animal life.

Songs of religion bring forth the wonder of life and of love and stimulate ideals of virtue and honor.

Songs of home and family life instill patience, sympathy, tenderness, and loyalty.

Songs of duty encourage obedience, self-reliance, and faithfulness.

Songs of work promote industry, honesty, fairness, cooperation, courtesy, consideration, and generosity, and stimulate respect for labor.

Songs of comradeship inspire fairness, kindliness, friendliness, unselfishness, generosity, and courtesy.

Splendid songs of country foster the highest ideals of the nation. To make America a singing nation is a most important aim. When a country becomes one in lifting its

voice in the same good stirring songs, a note is struck for harmony, good will, and real brotherhood.

The most vital mission of school music in the reconstruction days ahead is to aim for the development of a higher broader patriotism than the world has known heretofore — patriotism in the highest sense of a full realization of the universal brotherhood of man. To this aim the child should be taught to sing and sing well, not only our own national songs, but such songs as the "Marseillaise," "Rule, Britannia," and others that tend to inspire lofty ideals of freedom and democracy.

Service to humanity should be our highest aim in education, and nothing tends more practically toward this end than a musical atmosphere in the school, the community, and the nation. Its tendency toward unity of thought and feeling, toward the elimination of selfishness, and its appeal to the ideal to make it an indispensable element in training for an appreciation of the great things in life.

Minimum Essentials in Music

1. Repertoire of songs to include nature songs, songs of religion, home, country, duty, work, and comradeship.
2. Correct use of singing voice.
3. Power to interpret music of moderate difficulty from the printed page. This includes part singing.
4. Appreciation.

Songs Everyone in Eighth Grade Should Know

All Through the Night
America
America the Beautiful
Annie Laurie
Antioch
Auld Lang Syne
Battle Hymn of the Republic
Believe Me if All Those Endearing Young Charms
Blue Bells of Scotland

Columbia, the Gem of the Ocean
Come, Thou Almighty King
Comin' Thro' the Rye
Dixie
Drink to me Only with Thine Eyes
Flow Gently, Sweet Afton
Funicule, Funicula
Hail, Columbia
Home, Sweet Home
Italian National Hymn
Love's Old Sweet Song
Marseillaise
Men of Harlech
My Old Kentucky Home
Now the Day is Over
Old Black Joe
Old Folks at Home
Rule, Britannia
Santa Lucia
Star-Spangled Banner
Sweet and Low

NATURE STUDY AND AGRICULTURE

Purpose

The purpose of nature study and agriculture in the public schools is to arouse an interest in nature and to develop the spirit of inquiry. Careful observation leads to a knowledge of nature's resources and to an appreciation of the relation between cause and effect. The æsthetic value of this knowledge is shown in the enjoyment of nature and in the appreciation of the beautiful. The utilitarian values are demonstrated in the providing of food, clothing, and shelter, in the conservation of natural resources, including minerals, water power, forests, wild life, and human health and energy, as well as in acquiring skill. Man's recognition of his relationship to other animals and to his surroundings leads to a sympathetic attitude and results in an enrichment of character as shown in spiritual growth, humane impulses, and the development of such characteristics as industry, patience, and thrift.

The following presentation of the Committee's findings is offered.

The purpose of nature study in the public schools is:

1. To develop the spirit of inquiry resulting in:
    a. A live interest in and familiarity with nature.
    b. The habit of careful observation.
    c. Perception of the relation of cause and effect.

2. To gain knowledge of nature's resources, desirable for its:
    a. Æsthetic value. Enjoyment of nature; appreciation of the beautiful.

b. Utilitarian values. Providing food, clothing, shelter; conservation of natural resources, as: minerals, wild life, forests, water power, human health and energy; acquiring skill in handling natural forces or materials.

c. Biologic value.
Appreciation of man's relation to other creatures and to his physical environment.

3. To develop the sympathetic attitude. Enrichment of character through: spiritual growth by perceiving the spiritual law in the natural world; humane education by trying to view things from the animal's standpoint; patience, thrift, and industry by perceiving the orderliness and happiness everywhere existent in nature.

Course of Study

The Committee is unanimous in the opinion that a detailed course of study for all schools is not practicable. Such a plan would defeat the end at which the subject aims. The following synopsis of essentials is therefore the only recommendation offered under the caption, "course of study." Rotation of types with successive years will provide variation in material and avoid unprofitable repetition.

1. Animal life of the land.

   a. Animals with a backbone: Mammals, birds, reptiles, toads, and frogs.

   b. Animals without a backbone: Insects, spiders, etc.; other types such as earth worms, slugs, etc.

2. Plant life of the land. Forestry and wild flowers; gardening practice; field crops of the community.

3. Aquatic life.
   a. Aquarium study.
   b. Sea beach or pond or both, according to location of the school.
4. Minerals, stars, and weather conditions, where not handled in geography classes.
5. Human physiology is handled as a special subject but is well correlated with nature study.
6. Simple experiments in mechanics and chemistry touching manual arts on the one hand and domestic arts on the other.

An extremely elastic arrangement of such topics for the various grades is suggested as follows:

Grades 1, 2, 3. — Work to arouse general interest, appreciation, attitude toward nature, humane impulses, knowledge of simple processes in caring for plants and pets. Have small garden plots in the spring term if possible.

Grades 3, 4. — Study pond life, beach life; economic plants, simpler plant structures, adaptation in plant and animal life to local conditions (heat, cold, drought, etc.); home projects on a practical basis.

Grades 4, 5, 6, 7. — Center interest about the garden — its enemies and its friends; animal and plant husbandry, methods of improvement, marketing, transportation; nature clubs organized; simple chemistry and physics of the home and the garden.

Grades 7, 8. — Definite work in physiology, sanitation, domestic science, mechanics, physical geography.

This scheme by grades is but suggestive and must not be interpreted as limiting the study of any phase of nature to any one part of the school system.

Recommendations

The following recommendations on general methods are submitted by the committee:

1. The work is to be kept simple. Technical terms are to be eliminated.
2. Materials to be used are those to be found available according to time, place, and immediate interest to the school or community.
3. The method of presentation should be such that the teacher is a member of her own class, inspiring the children with her own example as a learner.
4. The points to be considered in the study of each specimen should include:
   a. General and special features of appearance.
   b. The home or the habitat.
   c. Food and manner of procuring the same.
   d. Enemies and protection against them.
   e. Comparison with others of its class.
   f. Economic use or importance to man.
   g. Cultural methods if desirable.
   (Plant and animal industry.)
5. The principle of correlation is to be stressed. The materials of nature study may well be employed in oral and written expression, art, handwork, history — in fact, with almost any of the other subjects when in the hands of an enthusiastic teacher.
6. Books and pictures are to be used in the furtherance of the study of the materials. Always, however, they are to be considered merely a means to the end, an acquaintance with nature itself.

7. Where possible to provide a nature study room it is recommended that such be done. This should not be permitted to result in a study of dead specimens only, nor to degenerate into a mere collecting of things.

8. Frequent excursions with specific objects in view are recommended. Such excursions may be to the seashore, parks, farms, weed patches, roadsides, or wild country.

Principles

General principles relative to methods should be recognized as follows:

1. For primary grades especially.
   a. The principle of contact; *i.e.*, play with, handle, feel, smell, do manual work with the material where feasible.
   b. Express the child's idea of the material by means of pictures in chalk, water color, crayola; by clay modeling, paper cutting or tearing.
   c. Express orally or in written sentences composed by the children.
   d. Express by charts made by the teacher and children in coöperation — seed charts, garden and wild flower charts, mounted leaves, bird charts.
   e. Express by physical activity — impersonation (not personification), dramatization; make up games involving the material.
   f. Stories by teacher and by children; songs.
   h. Liberation ceremonies — the caterpillar we have learned from is set free as a butterfly.
   i. Teaching by error, *i.e.*, endeavor to find the truth to replace the error in certain fiction stories that deal with nature.

2. For grammar grades especially.
   a. The orderly notebook.
   b. The collection, with care that the process be subordinate to the aim.
   c. The exposition — pet show, flower show, arrangement of life story in display of material, vegetable and livestock sale.
   d. Reading and study; discussion by teacher supplemental to first-hand study of material.
   e. Club work. Utilize the gang spirit in organizing for citizenship; nature clubs may debate or report on garden, field or project work, or on local farm industry.
   f. Determine the local problem and study it.
   g. Emphasize the method and the need of production of food and other commodities.
   h. Learn to construct and to use the simpler apparatus for work undertaken.

Suggestions on Correlation with Other Subjects

Art:

The art sense may be cultivated through flower arrangement, designs from nature motifs, blue prints of wild flowers, artistic arrangement of notebook or of herbarium sheets. Study space relation and color values in nature, ornamental gardening, or landscape art. Design posters for flower or pet shows. Let nature classes produce material for the use of art classes and strive to use artistic pictures for nature study.

Geography:

In lower grades the development of the idea of a plain, a mountain, a forest, etc., make the mention of characteristic plant and animal life almost unavoidable even should such avoidance be desired. In higher grades, study the products

of different lands both natural and cultural; how produced, harvested, or conserved. Study soil — its function in supporting life and the place of living organisms in the production or the enrichment of soil. Geological history, evolution of living forms, the stars, and other living bodies may be studied in the higher grades.

History:

Beginnings in history may properly be made in a study of the homes of man and of other animals — the wigwam, igloo, tree house, farm life, domestic animals, and plants; wild foods of man, preparation of food by mealing stones; man's dress and ornaments — skins, feathers, beads, cotton, wool, etc. National festivals, such as Thanksgiving, may introduce the subject of food plants and animals found by the Pilgrims — turkey, Indian corn, log house, primitive farming, harvest festival, and the products harvested. Local history may involve local nature products, *e.g.*, early California history is intimately associated with the padres and their work. The mission olive, mission grape, mission fig, mission cling, pomegranate, and the earlier types of farm animals, methods, and products; the names of many wild plants and animals are associated with the padres' activity. Study the history of agriculture and of the inventions related thereto. Organize clubs for community projects and apply principles of government.

Manual training:

Have little folk make baskets of nature grasses, string seeds or pods, dress dolls in leaves, paste wigwams, farm houses, barns, fences, windmills, lay out farm and irrigation system on the sand table. Make animals or fruits in clay; where a kiln is available, make clay frogs or turtles for holding cut flowers; weave a bird's nest, make reading books with block

type for actual use in first grade; bind simple notebooks or picture scrap books. Upper grades may make pet cages, goat carts, cement flower pots, bird bath, tree labels for the garden, seed envelopes, placards for fairs or expositions, window boxes, flats, cold frames, and other garden equipment.

Reading and expression:

From the first grade onward, nature study easily motivates reading, writing, and oral expression; *i.e.*, the child sees a reason for acquiring a knowledge of words because he has something to express. Care must be exercised that the work does not become drudgery. Expression must be looked on as a desirable accomplishment and not as a task. Nature selections for reading classes should be made appropriate to season, locality, and to material at hand.

The Test of Results

The success of effort in nature study will find its index in the child's:

1. Spontaneity.
2. Attitude toward nature.
3. Humane impulses.
4. Ability and responsibility in caring for plants and animals.
5. Proper disposition of the products of his effort.

Facts acquired or ground covered do not constitute a measure of success in nature study.

PHYSICAL EDUCATION

The course of study indicated in the accompanying table comprises only the constructive phase of physical education — the physical training activities. The preventive phase has been prepared by the Committee on Hygiene.

In order to determine the needs and capacities of the child a physical examination should be given at least once a year. All children found to have structural or functional defects should be given individual work in the special corrective period under the supervision of an expert.

GENERAL AIM: Physical Education should afford the means for highest
tion in selected and

Age	Grade	Aims	Subject Matter
4–6	1	To afford the means for: 1. Increasing control of fundamental movements. 2. Promoting vigorous activity of the respiratory, muscular, excretory, and nervous systems. 3. Satisfying instinctive tendency for motor activity. 4. Developing rhythmic expression. 5. Developing wholesome imagination.	1. Self-testing activities. Free play. 2. Hunting activities. 3. Self-testing activities. Hunting activities. 4. Rhythmical activities: Singing games; simple rhythms. 5. Dramatic activities: Story plays; Dramatization of: animals, characters, stories.
7–9	2 3 4	To afford the means for: 1. Developing motor coördinations and sense judgments. 2. Developing habits of good posture. 3. Developing self-control and attitude of fair play. 4. Expressing the hunting instinct. 5. Satisfying the awakening of the competitive spirit. 6. Further developing the rhythmic sense.	1. Self-testing activities. 2. Postural training. 3. Hunting activities. 4. Hunting activities. 5. Hunting activities. 6. Rhythmical activities: Folk dances, singing games, simple rhythms.

physical, mental, and social development and adjustment, through participa-
adapted physical activities.

Specific Activities

1. Informal work on playground apparatus — swings, slides, teeters, ladders.
2. Bird Catcher, Midnight.
3. Tag, Puss in the Corner.
4. Mulberry Bush, Did You Ever See a Lassie. Skipping, running, galloping.
5. Going to the Farm; Gathering Nuts. Elephants, Giants, Imps, Brownies. Little Miss Muffit, Jack and Jill.

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1. Grade 2 — Climbing, hanging, sliding, swinging.
   Grade 3 — Walk on 2 in. board 15 ft., somersault, leap frog, skin the cat, apparatus stunts.
   Grade 4 — Squat, Dog Run, Human Wicket, Apparatus Stunts.
2. Grade 2 — Correct sitting position: active, relaxed, study; correct standing position, attentive, resting; correct walking, correct weight carrying.
   Grades 3 and 4 — Posture test.
3. Grade 2 — Crossing the Brook, Flowers and Wind.
   Grade 3 — Stoop Tag, Steps, Trades.
   Grade 4 — Arch Ball, Stealing Sticks, Club Snatch.
4. Grade 2 — Tommy Tiddler's Ground, Tag, Hill Dill.
   Grade 3 — I Spy, Whip Tag, Pom-Pom Pullaway.
   Grade 4 — Jap Tag, Oyster Shells, Catch of Fish.
5. Grade 2 — Bean Bag Board, Teacher and Class, Ducks Fly.
   Grade 3 — Line Ball, Line Zigzag, Bean Bag Circle Toss.
   Grade 4 — Prisoner's Base No. 1, Corner Spry, Relays.
6. Grade 2 — Carrousel; Shoemakers; Oats, Peas, Beans; Playing fairies, birds, etc.
   Grade 3 — Nixie Polka, Indian Dance, Hickory Dickory Dock, Butterflies, Snowflakes.
   Grade 4 — Reap the Flax, Hop Mor Annika, Kite Flying, Rolling Hoops, Jumping Rope.

GENERAL AIM: Physical Education should afford the means for highest in selected and adapted

Age	Grade	Aims	Subject Matter
10–11	5 6	To afford the means for: 1. Developing skills which are carried into athletic and rhythmic activities. 2. Attaining standards of: (a) Average efficiency in all-round events. (b) Good posture. 3. Satisfying the desire for group competition. 4. Organizing groups and developing squad leadership. 5. Further developing the rhythmic sense. 6. Satisfying dominant desire for hunting activities.	1. Self-testing activities and mimetic exercises. 2. (a) Decathlon events. (b) Posture tests. 3. Athletic games. 4. Decathlon work; all group work. 5. Rhythmical activities 6. Hunting activities.
12–14	7 8	To afford the means for: 1. Further developing powers of organization. 2. Expressing individual prowess. 3. Attaining standards of skill and endurance. 4. Directing the fighting desire. 5. Further developing the rhythmical sense.	1. Athletic games. 2. Self-testing activities and individual athletic events. 3. Decathlon events. 4. Combative activities. 5. Rhythmical activities.

NOTE 1: Beginning with the 10–11 age period, provision should be made for

NOTE 2: Continue the development of rhythmic and dramatic expression gested activities: **Little Bo-Peep, Children Playing in the Meadow,** Morning,

physical, mental, and social development and adjustment, thru participation physical activities.

Specific Activities

1. Grade 5 } Baseball, Basketball, Soccer, and Swimming.
   Grade 6 } Mimetic Exercises.
2. Grades 5 and 6 — **Girls:** Volley ball serve, 40 yd. dash, Baseball throw, Baseball batting for accuracy, sit-up, jump and reach, Basketball pass for accuracy and BB throw for goal.
   Boys: Pull-up, Soccer kick for goal, Basketball throw for distance, Baseball throw for strike, push-up, sit-up, 60 yd. dash, running broad jump.
3. Grade 5 — Newcomb, Long Ball, Volley Ball, Baseball, Bat Ball.
   Grade 6 — Baseball, Captain Ball, Soccer, Hand Ball, Relays.
4. Grades 5 and 6 — Decathlon events given above in No. 2.
5. Grade 5 — **Girls:** Vineyard Dance, Hop Mor Annika; **Boys:** Seven Jumps, Oxdansen. Couple: Crested Hen.
   Grade 6 — **Girls:** Ace of Diamonds, Bleking, Tantoli; **Boys:** Jumping Jack, Hussar. Couple: Sellenger's Round.
6. Grade 5 — Ball Stand, Poison Snake, Three Deep.
   Grade 6 — Dodge Ball, Duck on the Rock, Bound Ball, Bombardment, Prisoner's Base.

1. Grade 7 — **Girls:** Baseball, Volley Ball, Captain Ball, Bat Ball; **Boys:** Baseball, Soccer, Volley Ball, Captain Ball, Bat Ball.
   Grade 8 — **Girls:** Baseball, 9 Court Basketball, Volley Ball, Captain Ball, Bat Ball, Hand Ball; **Boys:** Baseball, Bat Ball, Basketball, Soccer, Volley Ball, Football, Hand Ball, Captain Ball.
2. Grades 7 and 8 — **Girls:** Horizontal bar, Buck. Horse, Ladders, Rings, Pyramids; **Boys:** Apparatus — same as girls. Pyramids — head spring, shoulder spring, jumping, wheelbarrow.
3. Grades 7 and 8 — Same as Grade 5 with higher standards.
4. Grades 7 and 8 — **Boys:** Boxing, wrestling, cock fight.
5. Grade 7 — **Girls:** Highland Schottische, Swedish Schottische; **Boys:** Flamborough Sword Dance, Sailors' Hornpipe. Couple: Rufty-Tufty.
   Grade 8 — **Girls:** Highland Fling; **Boys:** Kamarinskaia; **Boys and Girls:** Irish Jig, Gathering Peascods, Black Nag.

swimming and club organizations for outing, scouting, and camping activities. after the 7-9 period, if the teacher is qualified to lead the activities. Sug-
Pied Piper.

Bibliography

Athletic Activities.

BANCROFT — *Games for Playground, Home, School and Gymnasium;* The Macmillan Company.

CALIFORNIA STATE BOARD OF EDUCATION (P. E. DEPT.) — *Manual in Physical Education.*

Decathlon Scoring Charts. (State Printing Office.)

REILLY, FRED — *New Rational Athletics for Boys and Girls;* D. C. Heath and Company.

SPALDING — *Athletic Library: Official Rules.*

Rhythmic Activities:

BURCHENAL — *Folk Dances and Singing Games.*

Dances of the People; G. Schirmer and Company.

CRAMPTON — *First and Second Folk Dance Book;* A. S. Barnes Company.

SHARPE, CECIL — *Country Dances;* H. W. Gray Company.

Dramatic Activities:

CLARK, LYDIA — *Physical Training for the Elementary Grades;* Benjamin Sanborn Company.

CRAWFORD, CAROLINE — *Dramatic Games and Dances;* A. S. Barnes Company.

MOSES, IRENE — *Rhythmical Action Plays and Dances;* Milton Bradley.

Hunting Activities:

BANCROFT — *Games for Playground, Home, School and Gymnasium;* The Macmillan Company.

Posture Training:

BANCROFT — *Posture of School Children;* The Macmillan Company.

Combative Activities:

PEARL and BROWN — *Health by Stunts;* The Macmillan Company.

Self-Testing Activities:

PEARL and BROWN — *Health by Stunts;* The Macmillan Company.

SPALDING — *Athletic Library.*

READING AND LITERATURE

Aims in Reading

The following brief statements of the purpose of reading in the curriculum were agreed upon:

Reading furnishes a tool; it becomes a means for continued intellectual and spiritual growth; it is a socializing agent; it provides a means for the enjoyment of leisure.

Reading is a tool:

Reading is a practical necessity. The reader examines street car signs, advertisements, time tables, menus, etc., and becomes self-reliant. Illiterates, however, depend upon the spoken word. Personal safety depends upon reading. It supplies the means for satisfying the material needs of human society. It enables readers in all grades of the social scale to gain information for practical guidance. Every vocation has basic principles and fundamental processes, together with constantly changing aspects due to progress which are treated in a literature wholly its own.

Reading, continued, becomes a means of intellectual and spiritual growth:

Reading may develop into a means for intellectual and spiritual growth because of the inspirational and energizing power of literature. Contact with the great intellects and souls of all ages can be experienced only through reading. Such contact stimulates growth.

Reading is a socializing agent:

Reading broadens one's knowledge of the world, widens the sympathies, and makes man more tolerant of the customs

of others. As it enables man to break through the wall of environment, so it enables him, through the knowledge of the lives of other men, other times, and other countries, to make for himself a standard of good citizenship and to make of himself a useful member of society.

Reading provides a means for the enjoyment of leisure:

The tendency to shorten the hours of labor makes the problem of the use of leisure an increasingly important one. Reading offers one of the best means of solving this problem.

Minimum Essentials

By "minimum essentials" is meant those habits and skills that every child should possess by the time he leaves the eighth grade, namely:

Mastery of the mechanics of reading.
Ability to read thought into the printed page.
Correct habit in oral and silent reading.
An established library habit.
The appreciation and love of good literature.

Mastery of the mechanics of reading:

The mastery of the mechanics of reading includes the following: 1. Ear training; 2. Lip training; 3. Eye training.

1. Ear training strives through well-planned exercises to awaken a keen auditory perception, and gives the teacher opportunity to discover and remedy speech peculiarities. Ear training also has to do with developing the quality and beauty of the child's speaking voice. This training is partly unconscious and comes through imitation. Hence the teacher's speaking voice is an important factor.

2. Lip training, or enunciation, involves the coördination of the organs of speech, correct breathing, and accurate pronunciations.

3. Eye training concerns itself with recognition of printed symbols of spoken words; the ability to analyze words into their phonetic elements, which functions later in discovering the pronunciation of new words; gaining ability to move eyes accurately and rapidly from left to right and to move from the right end of one line to the left end of the line below; and the rapid visualization of two or more words in a single eye movement, which helps to establish a rapid rate in reading.

Ability to read thought into the printed page:

The printed page is an assemblage of static symbols, living only when one is able to read thought into them, and they in turn stimulating the reader's own contribution to the printed page. It, therefore, varies according to the experience of the personnel of the group. The teacher must deepen and intensify these experiences through varied excursions, pictures, personal reminiscences, or the study of correlative material and projects, thereby providing a rich motivation and creating a need in the child for the particular bit of literature to be presented. It is only after such preparation that the teacher has the right to expect the pupil to read thought into the printed page.

Correct habit in oral and silent reading:

Correct habit in silent reading involves power of comprehension and the elimination of such articulatory muscular reaction as would reduce the speed of the reading process. This elimination tends to quicken eye movement and so results in more rapid visualization of the printed page. Correct habit in oral reading is measured by the reader's power of comprehension, the ability to express appreciation of the thought and beauty of language through the channels of distinct speech, well modulated voice, and correct tempo.

An established library habit:

The library should be the working laboratory for people in all walks of life. The schoolroom is the place where the library habit should be motivated and fostered. This can be given an impetus through the use of the browsing table, home reading, and an established library period. As soon as expedient, the child should be made responsible for a certain definite project, involving library work; he should bring to the class the result of his investigation. With this motive, he will gain a knowledge of the value of the library and how to use the library tools, such as the card catalogue, indexes, book arrangements, etc.

The appreciation and love of good literature:

The appreciation and love of good literature are among the highest achievements in the unfoldment of the child. "With this aim accomplished, no matter how unsystematic and eccentric his schooling may have been, his education is not a failure." We can rest assured that this intangible spiritual fabric which has woven itself into the child nature, will ultimately express itself in high ideals of life and continued association with his great literary heritage. This essential can seldom be realized unless children have been associated with parents and teachers who have love and appreciation of good literature, and who have also the ability to inspire the children with that same love.

Phonetics

The value of phonetics:

1. The auditory perception is made more sensitive to correct sound.
2. Enunciation is improved through more accurate co-ordination of the organs of speech.

3. The child becomes more alert and independent in the power to master new words.
4. The dictionary habit is established.
5. Mispronunciation is materially reduced.
6. It aids in the spelling of phonetic words.

A stated period should be devoted to interesting, purposeful drill in ear training, flexibility of the organs of speech, and accurate, clean-cut pronunciation.

The enunciation of pupils should be carefully observed in all class exercises and inaccuracies made the bases of speech drills.

The formal work in phonetics is not begun until the children have mastered a reading vocabulary of eighty to one hundred sight words, developed from children's experiences, sentences, and story units.

The selection of the phonograms in the first and second grades is based upon the state texts and other primary readers found in the lists which follow, under the caption "Readers to be used with the State Text." Only those phonetic facts that function frequently in the reading are given in the following lists.

First Grade:

Simple phonograms: *b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, w, y.*

Blends: *qu, bl, br, fi, fl, sp, cl.*

Consonantal digraphs: *sh, th, ch, wh.*

Compound phonograms: *an, at, ing, all, ay, en, et, est, ell, eat, er, ill, ight, old, oak, ow, or.*

Second Grade:

Review all the phonograms of the first grade.

Simple phonograms: *x, y, z.*

Blends: *cr, dr, gr, se, sm, sn, sp, st, str, sl, spr, spl,* etc.

Compound phonograms: *ack, and, ank, atch, aid, ar[illegible], eat, eep, in, ish, ock, ong, oak, ound, ut, ump.*

Teach the influence of final *e* as in *rat-rate, not-note, sit-site, fir-fire.*

Suffixes: The following should be added to monosyllables when no change is made in the primitive word: *s, ing, ly, es, est, ish, less,* and *full.*

Speech drills should be continued. (See bibliography for references on drill material.)

Third Grade:

Review all phonetic facts presented in the first and second grades.

Compound phonograms: *amp, ang, ast, air, ace, are, ance, ind, ift, ire, oat, oy, oil, ouse.*

Diphthongs: *oi, ou, ow, oy.*

Vowel digraphs: *ai, ay, ey, ea, ee, ie, igh, oa, oo.*

Prefixes: *un.*

Suffixes: *ed* (as a separate syllable, as in *added*), *est, ness, ly, ing.*

Sight word forms: *tion,* as in *action.*

Children should know the alphabet in order, as a preliminary to the dictionary drill in the fourth grade.

Diacritical markings: (A Third Grade) Short vowel sounds (the breve): *ă, ĕ, ĭ, ŏ, ŭ.*

Long vowel sounds (the macron): *ā, ē, ī, ō, ū.*

Circumflex: *ê,* as in *thêre.*

Diæresis: *ä,* as in *ärm; a̤,* as in *a̤wl.*

Hard: *c̈,* as in *c̈at.*

Cedilla: *ç,* as in *çity.*

Fourth Grade:

Review the work of the previous grades.

Sight word forms: *sion,* as in *tension; cian,* as in *magician; cious,* as in *precious; cial,* as in *racial; tial,* as in *initial; tient,* as in *patient; ous,* as in *generous.*

Consonantal digraphs: *ch*, as in *church; ch*, as in *echo; th*, as in *bath, baths; gn*, as in *gnaw; wr*, as in *write; ph*, as in *photograph; kn*, as in *knife.*

Suffixes: Add *ed* after a monosyllable ending with a consonant, as in *added; ed*, as in *placed; ed*, as in *reviewed;* add *ing* after dropping the final *e* as in *pacing;* add *es* after a monosyllable, as in *beaches;* add *es* when a syllable is not added, as in *echoes.*

Teach the meaning of certain suffixes frequently used in this grade; e.g., *ish, full, less, ly, like.*

Drill in word *building*, beginning with a monosyllable; e.g., *build, builds, builder, building.*

Dictionary drill: See references for method of procedure.

Short, snappy, daily exercises emphasizing accurate coordination of the organs of speech. See references for attractive alliterations.

Diacritical markings of consonants:

Macron — *c̄*, as in *c̄at.*
Macron — *ḡ* (hard g), as in *ḡo.*
Cedilla — *ç*, as in *çity.*
Diæresis — *g̈* (soft g), as in *Georg̈e.*
Suspended bar — *s̲*, as in *eggs̲.*
Suspended bar — *x̲*, as in *ex̲ample, ex̲alt.*

Diacritical markings of vowels (Review all vowel markings taught in the third grade):

Semi-diæresis — *ȧ*, as in *dȧnce, prȧnce, chȧnce.*
Diæresis — *ä*, as in *ärm, härm.*
Breve — *ă*, as in *ăt; ĕ*, as in *gĕt; ĭ*, as in *ĭt; ŏ*, as in *nŏt; ŭ*, as in *bŭt.*
Circumflex — *ê*, as in *thêre; ô*, as in *ôrb; û*, as in *bûrn.*
Tilde — *ẽ*, as in *fẽrn.*
Tilde — *ĩ*, as in *fĩrm.*

Tilde — $\tilde{o}$, as in *wõrm.*
Tilde — $\tilde{y}$, as in *mỹrtle.*
$\ddot{\imath}$, as in *machïne, polïce.*
$\underset{\cdot}{o}$, as in *wo̤lf.*
$\underset{\cdot}{u}$, as in *bu̇ll.*
$\underset{\cdot\cdot}{o}$, as in *pro̤ve.*
$\underset{\cdot\cdot}{u}$, as in *rṳde.*
$\breve{o}\breve{o}$, as in *mo͝on.*
$\breve{o}\breve{o}$, as in *bo͝ok.*

(See guide to pronunciation: *Webster's New International Dictionary* and other references given in bibliography.)

Fifth Grade:

The phonetics given in the fifth grade should be left to the discretion of the teacher. The child's inability to help himself in recognizing words will determine what phase of phonetics should be presented. This outline will serve only as a guide to teachers above the fourth grade.

Continued work should be given in the rapid and accurate use of the dictionary. (See library method.)

Drills in enunciation and correct pronunciation should be continued through the middle and upper grades.

First Grade

Aims in Reading:

1. Create a desire to learn to read.
2. Develop the ability to grasp the content of the page and to demonstrate an understanding of that content.
3. Teach sight words and develop power to recognize new words independently through varied reading experience.
4. Eliminate inaccuracies of speech, including pronunciation, enunciation, and individual peculiarities.

Readers to be used with the State Text — Free and Treadwell Primer and First Reader:

Everyday Classics, Primer and First Reader..Baker and Thorndike
New Barnes' Primer.....M. Robbins and Others
New Barnes' First Reader.....M. Robbins and Others
Browne Primer.....R. W. Browne
Browne First Reader.....R. W. Browne
Story Hour Primer.....Coe and Christie
Story Hour First Reader.....Coe and Christie
Folk Lore Primer.....Grover
Folk Lore First Reader.....Grover
Elson Runkel Primer (revised edition).....Elson and Runkel
Elson Runkel First Reader (revised edition)....Elson and Runkel
Progressive Road to Reading.....Burchill and Others
Winston Primer.....Firman and Maltby
Winston First Reader.....Firman and Maltby
Primer.....Young and Field
First Reader.....Young and Field

Recreational Reading:

Clean Peter.....Adelborg
Little Black Sambo.....Bannerman
Johnny Crow's Garden.....Brook
Hey Diddle, Diddle Picture Book.....Caldecott
Brownie Book.....Cox
Buckle My Shoe Picture Book.....Crane
Cinderella Picture Book.....Crane
This Little Pig's Picture Book.....Crane
Indian Child Life.....Deming
Book of Cheerful Cats.....Francis
Sunbonnet Babies.....Grover
Our Old Nursery Rhymes.....Le Mair
Little Songs of Long Ago.....Le Mair
Four and Twenty Toilers.....Lucas
Chicken World.....Smith
Farm Book.....Smith
Language First Reader.....Baker and Carpenter
First Reader.....Baldwin and Bender
Polly and Dolly.....Blaisdell
The Little Red Hen.....Byron

Busy Brownies.....Davidson and Bryce
Art Literature, First Reader.....Grover
First Reader.....Holton-Curry
Hiawatha's Alphabet.....Holbrook
The Tale of Peter Rabbit.....Beatrice Potter
Work-a-day Doings.....Serle
Work-a-day Doings on the Farm.....Serle
Work-a-day Doings in Fable Land.....Serle
Nursery Rhymes.....Welsh

Poems for the First Grade:

There are Many Flags (Memory Selections).....Anon.
The Sweet Red Rose (Songs of Tree Top and Meadow).....Anon.
Sleep, Baby, Sleep (Memory Selections).....Anon.
The Dandelion (Memory Selections).....Anon.
The Twenty-third Psalm.....Bible
In the Heart of a Seed.....Kate Louise Brown
(Approved Selections for Reading, Vol. I)
Dewdrops.....Mary F. Butts
(Approved Selections for Reading, Vol. I)
Hiawatha Selections (Tree Top and Meadow).....Longfellow
Hang up the Baby's Stocking.....E. H. Miller
(Songs of Tree Top and Meadow)
Little Bo-Peep (Illustrated by Jessie Wilcox Smith)..Mother Goose
Little Boy Blue (Illustrated by Jessie Wilcox Smith).Mother Goose
Hey Diddle Diddle.....Mother Goose
(Illustrated by Jessie Wilcox Smith)
Little Jack Horner.....Mother Goose
(Illustrated by Jessie Wilcox Smith)
Jack and Jill (Illustrated by Jessie Wilcox Smith)..Mother Goose
Simple Simon (Illustrated by Jessie Wilcox Smith).Mother Goose
Sing a Song of Sixpence.....Mother Goose
(Illustrated by Jessie Wilcox Smith)
Boats Sail on the River.....C. Rossetti
Daisies (Songs of Tree Top and Meadow).....F. D. Sherman
Three Happy Thoughts.....R. L. Stevenson
(Songs of Tree Top and Meadow)
The Cow (Child's Garden of Verses).....R. L. Stevenson
My Shadow (Child's Garden of Verses).....R. L. Stevenson
The Swing (Child's Garden of Verses).....R. L. Stevenson

The Wind (Child's Garden of Verses).....R. L. Stevenson
Twinkle, Twinkle, Little Star.....Jane Taylor
(Songs of Tree Top and Meadow)
What Does Little Birdie Say? (Posy Ring).....Tennyson
Why Do Bells for Christmas Ring? (Posy Ring)..Lydia A. C. Ward

Stories for the First Grade:

One story a month to be reproduced and dramatized.

Each child to be responsible for two stories at the end of the year.

Stories marked "D" are good for dramatization.

The Dove and the Ant.....Æsop's Fables
The Lion and the Mouse.....Æsop's Fables
The Discontented Pine Tree
Andersen's Fairy Tales or Old Time Stories Retold
The Story of Christmas.....Bible or Story Hour
D The Three Billy Goats Gruff...East o' the Sun and West o' the Moon
D The Shoemaker and the Elves.....Fables and Folk Stories
D The Traveling Musicians of Bremen....Fables and Folk Stories
D Another Little Red Hen or the Red Hen and the Fox
First Book of Stories for the Story-Teller
Henny Penny (Chicken Little)
First Book of Stories for the Story-Teller
The Fisherman and His Wife.....Household Tales
D The Pig Brother.....How to Tell Stories to Children
D Little Black Sambo.....Little Black Sambo
The Little Gray Pony.....Mother Stories
D Red Riding Hood.....Old Time Stories Retold
Childhood of Moses or How Moses Was Saved
Stories to Tell Children
Epaminondas and His Auntie.....Stories to Tell Children
Medio Pollito or Half Chick.....Stories to Tell Children
The Old Woman and Her Pig.....Stories to Tell Children
D The Three Bears.....Stories to Tell Children
D The Three Little Pigs.....Stories to Tell Children
Piccola.....Story Hour
The Kitten that Wanted to Be a Christmas Present
Tell It Again Stories
How Patty Gave Thanks.....The Child's World

Second Grade

Aims in Reading:

1. Establish the habit of searching for the content in both oral and silent reading.
2. Enlarge the vocabulary by use of phonetics, sight words, and extensive reading.
3. Lengthen the span of the eye sweep, to facilitate the recognition of larger units.
4. Emphasize correct pronunciation and accurate enunciation.

Readers to be used with the State Text — Free and Treadwell Second Reader:

Everyday Classics, Second Reader.....Baker and Thorndike
Art Literature, Second Reader.....F. E. Chutler
Story Hour, Second Reader.....Coe and Christie
First Reader (B Second Grade).....Elson and Runkel
Beacon First Reader (B Second Grade).....J. H. Tassett
First Reader (B Second Grade).....Parmly
Progressive Road to Reading, Book I (B Second Grade)
Burchill and Others
Progressive Road to Reading, Book II (A Second Grade)
Burchill and Others
Second Reader.....Young and Field

Recreational Reading:

The Fairy Reader.....Baldwin
The Second Fairy Reader.....Baldwin
Boy Blue and His Friends.....Blaisdell
The Golden Goose.....Brooke
The Three Bears.....Brooke
The Three Pigs.....Brooke
Tom Thumb.....Brooke
That's Why Stories.....Bryce
Fables from Afar.....Bryce
The Fairy Reader.....Baldwin
The Second Fairy Reader.....Baldwin
Russian Picture Tales.....Carrick

The Tree Dwellers.....Dopp
Overall Boys.....Grover
Banbury Cross Stories.....Howard
Cock, the Mouse, and the Little Red Hen.....Le Fèbre
Hunting and Fishing.....Mott and Dutton
Squirrel Nutkin.....Potter
Tales of Benjamin Bunny.....Potter
In the Animal World.....Serle
Nursery Tales from Many Lands.....Skinner
Little Dramas for Primary Grades.....Skinner and Lawrence
Eskimo Stories.....Smith

Stories for the Second Grade:

An average of one story a month for reproduction and dramatization. At the end of the year each child should be able to tell three stories of those presented.

Stories marked "D" are suitable for dramatization.

D The Boy and the Wolf.....Æsop's Fables
The Dog in the Manger.....Æsop's Fables
The Dog and His Shadow.....Æsop's Fables
The Fox and the Grapes.....Æsop's Fables
The Steadfast Tin Soldier.....Andersen's Fairy Tales
Daniel in the Lion's Den.....Bible
Lambikin.....Firelight Stories
D Hansel and Gretel.....Folk Stories and Fables
Story of the Selfish Woodpecker.....For the Story Teller
Why the Evergreen Trees Never Lose Their Leaves
Folk Stories and Fables
The Adventures of a Little Field Mouse
How to Tell Stories to Children
D The Honest Woodman.....In the Child's World
The Crane Express.....In the Child's World
Clytie.....In the Child's World
Cilligren or Sing-a-Song o' Sixpence.....Mother Goose in Prose
The Little Gray Pony.....Mother Stories
The Story of the First Woodpecker.....Nature Myths
D How Fire was Brought to the Indians.....Nature Myths
D Brer Rabbit and the Tar Baby.....Nights with Uncle Remus
D The Story of Epaminondas.....Stories to Tell the Children

How the Robin's Breast Became Red.....Story Telling
Story of Christmas.....Story Hour

Poems for the Second Grade:

Forget-me-not (Nature in Verse).....Anon.
One Mother the Wide World Over (Golden Numbers).....Anon.
Gælic Lullaby (The Children's First Book of Poetry).....Anon.
The Secret (Songs of Tree Top and Meadow).....Anon.
The Elfman (Posy Ring).....John K. Bangs
Twenty-third Psalm.....Bible
Three Little Bugs (Poems by Grades-Gilbert and Harris).Alice Cary
Don't Give Up.....Alice Cary
(Approved Selections for Reading, Vol. II)
Thanksgiving Day (Posy Ring).....L. M. Child
A Child's Prayer (Posy Ring).....M. B. Edwards
A Thanksgiving Fable (Posy Ring).....Oliver Herford
A Christmas Carol.....J. G. Holland
(Golden Numbers — Wiggin and Smith)
Good Night (Selected Memory Gems).....Victor Hugo
The Baby (Songs of Tree Top and Meadow).....Macdonald
Who Has Seen the Wind?.....C. Rossetti
(Approved Selections for Reading, Vol. I)
A Real Santa Claus (Little Folks Lyrics).....F. D. Sherman
Bed in Summer (Children's First Book of Poetry) . R. L. Stevenson
Sweet and Low.....Tennyson
(Approved Selections for Reading, Vol. I)

Third Grade

Aims in Reading: (See aims of preceding grades.)

1. Inspire a love of the beautiful in prose and poetry.
2. Stimulate recreational reading.
3. Increase the fluency in oral reading through a broader knowledge of the mechanics of reading.

Readers to be used with the State Text — Holton-Curry Third Reader:

Everyday Classics, Third Reader.....Baker and Thorndike
Progressive Road to Reading, Introductory Book III
(A Third Grade).....Burchill and Others

Story Hour Third Reader (A Third Grade).....Coe and Christie
Second Reader (B Third Grade).....Elson and Runkel
Reading Literature Third Reader (A Third Grade)
Free and Treadwell
New American Readers, Book IV (B Third Grade)
Horn, Shurter and Baugh
New American Readers, Book III (A Third Grade)
Horn, Shurter and Baugh
Wide Awake Third Reader (A Third Grade).....Murray
Third Reader (B Third Grade).....Parmly
Dutch Twins (A Third Grade).....Perkins
In the Animal World.....Serle
Dramatic Stories for Reading and Acting.....Skinner
Riverside Second Reader (B Third Grade)
Van Sickle and Seegmiller
Third Reader (A Third Grade).....Young and Field

Recreational Reading:

Æsop's Fables.....Æsop
Robinson Crusoe.....Baldwin
Robert Louis Stevenson Reader.....Bryce
Around the World with the Children.....Carpenter
Child Life in Many Lands.....Chance
Little Folks of Many Lands.....Chance
In the Reign of the Coyote.....Chandler
Children of the Wigwam.....Chase
Clematis.....Cobb
Nature Myths.....Cook
Adventures of a Brownie.....Craik
Early Cave Men.....Dopp
Later Cave Men.....Dopp
In Field and Pasture.....Dutton
Indian Primer.....Fox
Nature Myths.....Holbrook
About Harriet.....Hunt
Grimm's Household Fairy Tales.....ed. by Jacobs
The Blue Fairy Book.....Lang
A Story Garden for Little Children.....Lindsay
(To be read by the teacher)
Peter and Polly in Spring.....Lucia

Tales of Mother Goose (1696).....Perrault
The Esquimo Twins.....Perkins
Five Little Strangers.....Schwartz
Fables and Folk Stories.....Scudder
Four Wonders.....Shillig
Old Time Stories Retold.....Smythe
Reynard the Fox.....Smythe
East o' the Sun and West o' the Moon.....G. Thorne-Thomsen
Mewanee.....Wiley
When Molly Was Six.....White
Japanese Fairy Tales.....Williston
Myths of the Red Children.....Wilson

Poems for the Third Grade:

Marjorie's Almanac (Posy Ring).....T. B. Aldrich
All Things Bright and Beautiful (Posy Ring).....C. F. Alexander
The One Hundredth Psalm.....Bible
The Fairy Folk (Posy Ring).....Robert Bird
Everywhere Christmas.....Phillips Brooks
(Christmas Songs and Easter Carols)
One, Two, Three (Posy Ring).....H. C. Bunner
Suppose.....Phoebe Cary
(Approved Selections for Reading, Vol. I)
Father, We Thank Thee.....R. W. Emerson
(Selected Memory Gems — Wilson)
The Night Wind (Love Songs of Childhood).....Eugene Field
The Rockaby Lady (Love Songs of Childhood).....Eugene Field
The Sugar Plum Tree (Love Songs of Childhood)..Eugene Field
Wynken, Blynken and Nod.....Eugene Field
(Love Songs of Childhood)
Rockaby Lullaby (Posy Ring).....J. G. Holland
Seven Times One (Posy Ring).....Jean Ingelow
Discontent (Posy Ring).....Sarah Jewett
Little Brown Hands (Selected Memory Gems).....M. H. Krout
The Merry Brown Thrush.....Lucy Larcom
(Selected Memory Gems)
Children's Hour.....Longfellow
The Blue Bird (Posy Ring).....Maeterlinck
A Visit from St. Nicholas (Posy Ring).....C. C. Moore
The Flag.....Arthur Macy

The Indian Mother's Lullaby.....Charles Myall
(Songs of Tree Top and Meadow)
Baby Seed Song (Posy Ring).....E. Nesbit
Lady Birds.....Alfred Noyes
Vacation Song (Child World).....F. D. Sherman
Foreign Lands (Child's Garden of Verses).....R. L. Stevenson
The Lad of Story Book.....R. L. Stevenson
(Child's Garden of Verses)

Stories for the Third Grade:

An average of one story a month for reproduction and dramatization is the maximum requirement.

At the end of the year each child should be able to tell freely three of the stories presented.

The Cat, the Monkey and the Chestnuts.....Æsop's Fables
Knights of the Silver Shield.....Raymond Alden
Fairy Tales.....Andersen
Five Peas in a Pod.....Andersen's Fairy Tales
David and Goliath.....Bible and the Garden of Eden
Joseph and His Brothers.....Bible and the Garden of Eden
Snow White and Rose Red.....Fairy Tales Children Love
Dick Whittington and His Cat.....Fifty Famous Stories
King Alfred and the Cakes.....Fifty Famous Stories
The Bel of Atri.....Fifty Famous Stories
How Cedric Became a Knight.....In Story Land
How the Camel got His Hump.....Just So Stories
The Elephant's Child.....Just So Stories
Why the Chimes Rang.....Knights of the Silver Shield
How Flax was Given to Men.....Nature Myths
Arachne.....Old Greek Stories
Thor's Hammer Lost and Found.....Old Time Stories Retold
Where the Christmas Tree Grew..St. Nicholas Christmas Book
Firefly.....Stories of Humble Friends
The Talkative Tortoise.....Stories to Tell to Children
The Brahmin and the Tiger.....Stories to Tell to Children
The Burning of the Rice Fields.....Stories to Tell to Children
The Little Jackal and the Alligator.....Stories to Tell to Children
The First Thanksgiving.....Story Hour
Baucis and Philemon.....Wonder Book

Reference Books for Teachers in the First, Second, and Third Grades:

Knights of the Silver Shield.....Raymond Alden
Fairy Tales.....Hans Andersen
For the Children's Hour.....Carolyn S. Bailey
Stories to Tell to Children.....Sara Cone Bryant
How to Tell Stories to Children.....Sara Cone Bryant
Fifty Famous Stories.....James Baldwin
Old Greek Stories.....James Baldwin
The Eugene Field Book.....Mary E. Burt
Poems Every Child Should Know.....Mary E. Burt
Education through Story Telling.....Katherine D. Cather
(See bibliography of stories by grades)
First Book of Stories for the Story-Teller.....Coe
Children's Literature.....Curry and Clippinger
Popular Tales from the North.....Dasent
Story of the Bible.....Charles Foster
Household Tales.....Grimm
Nights with Uncle Remus.....J. C. Harris
Wonder Book.....Hawthorne
The Garden of Eden.....Hodges
The Castle of Zion.....Hodges
Nature Myths.....Holbrook
Nature Myths of Many Lands.....Holbrook
Round the Year in Myth and Song.....Holbrook
English Fairy Tales.....Jacobs
Classic Myths.....Judd
Just So Stories.....Kipling
A Study of Fairy Tales.....Katherine Kready
Mother Stories.....Maud Lindsay
Story Telling.....Maud Lyman
Fairy Tales Every Child Should Know.....Mabie
Songs of Tree Top and Meadow.....McMurry
Bible Stories to Read and Tell.....Olcott
Stories of Humble Friends.....K. Pyle
A Book of Famous Verse.....Agnes Repplier
Fables and Folk Stories.....Scudder
Little Folks Lyrics.....D. Sherman
Mother Goose.....Jessie W. Smith
Old Time Stories Retold.....Smythe

Child's Garden of Verses.....Stevenson
Æsop's Fables.....J. H. Stickney
Folk Stories and Fables.....Tappan
East o' the Sun and West o' the Moon.....Thorne-Thomsen
Graded Memory Selections.....Waterman
Fairy Tales Children Love.....Welsh
Selected Memory Gems.....W. A. Wilson
Golden Numbers.....Wiggin and Smith
Posy Ring.....Wiggin and Smith
Pinafore Palace.....Wiggin and Smith

Fourth Grade

Aims in Reading: (See aims of preceding grades.)

1. Bring the fluency of oral reading to its maximum in this grade.
2. Develop an emotional response to the beauty of literature through oral reading.
3. Establish the reference reading habit through motivated reading problems in connection with other subjects.
4. Determine quantitative rate standards for various types of oral and silent reading material.
5. Teach the use of the dictionary.

California State Series, Progressive Road to Reading — Fourth Reader

A Fourth Grade

I. Selections for intensive reading: None.

II. Selections for oral reading by the children:

Page
The Boy Who Could Not Tell a Lie..... 9
The Chinese Nightingale..... 24
The Two Bottles..... 43
The Fir Tree..... 51
Pandora's Box..... 77
Pluto and Proserpina..... 91
Alladin.....121
The Caliph Stork.....192

Page
How Little Cedric Became a Knight....222
Roland....243
The Charcoal Burner....276
Woo of Hwangho....301
Anselm and the Lizard....330

III. Selections for rapid silent reading by the children:

The Boy Who Hated Trees....152
Music Loving Bears....217
Learning by Observing....317
Sunfish....323

IV. Selections to be memorized:

Great Wide World.... 23
Orpheus with His Lute....220
Flower in the Crannied Wall (Use in Fifth Grade)....322

V. Selections to be read by the teacher to the children:

The Wise Fairy.... 49
A Dickens Children's Party.... 70
The Sea....120
Woodman, Spare that Tree....150
The Chameleon....215
Llewellyn and His Dog....325

Material Supplementary to the State Text:

Everyday Classics, Fourth Reader....Baker and Thorndike (B Fourth Grade)
Fifty Famous Stories....Baldwin
Peter Pan (Silver, Burdett & Co.)....Barrie
Progressive Road to Reading, New Book IV....Burchill (A Fourth Grade)
Wigwam Stories....Judd
The Silent Readers, Book III....Lewis and Rowland (A Fourth Grade)
Louisa Alcott Readers (Little, Brown & Co.)....Louisa Alcott
The Bluebird (Silver, Burdett & Co.)....Maeterlinck
In the Animal World....Serle
Docas, the Indian Boy....Snedden
Riverside Reader, Book III....Van Sickle and Seegmiller (B Fourth Grade)

Poems for the Fourth Grade:

*The Flag Goes By (Days and Deeds).....H. B. Bennett
*Pippa's Song (Selected Memory Gems).....Browning
*The Gladness of Nature (Home Book of Verse).....Bryant
*Robert of Lincoln (Home Book of Verse).....Bryant
*The Boy's Song (Approved Selections for Reading).....Hogg
*The Children's Hour.....Longfellow
(Prose and Poetry for Young People)
*The Three Kings.....Longfellow
(Prose and Poetry for Young People)
*April Rain (Home Book of Verse).....R. Loveman
May (Little Folks Lyrics).....F. D. Sherman
*The Sandpiper (Selected Memory Gems).....Thaxter

Recreational Reading:

Fairy Tales from the Far North.....Ashjorsen
Children's Fairy Land.....Aulnoy
Jataka Tales.....E. C. Babbitt
Granny's Wonderful Chair and the Tales It Told.....Browne
In the Days of Giants.....Brown
Lonsomest Doll.....Brown
Burgess Bird Book.....Burgess
Little Lame Prince (Page edition).....Craik
The Monkey That Would Not Kill.....Drummond
Wigwam Evenings.....Eastman
Broom Fairies.....Gates
Mopsa, the Fairy.....Ingelow
Æsop's Fables (Macmillan edition).....Jacobs
English Fairy Tales.....Jacobs
Jungle Book.....Kipling
Just So Stories.....Kipling
The Green Fairy Book.....Lang
The Yellow Fairy Book.....Lang
Princess and the Goblin.....McDonald
Book of Elves and Fairies.....Olcott
Arkansas Bear.....Paine
The Japanese Twins.....Perkins
Nancy Rutledge.....Pyle

*Memorize.

Bobtail Dixie (Educational Publishing Co.) ..... Abbie Smith
The Christmas Porringer ..... Stein
The Arrows ..... Stoddard
The Birch and the Star ..... G. Thorne-Thomsen
A Little Girl of Long Ago ..... White
Johnny Blossom ..... Zwiegmeyer

Fifth Grade

Aims in Reading: (See aims of preceding grades.)

1. Inspire a love of good literature through the study of longer selections.
2. Direct the increasing recreational reading of the pupils.
3. Increase the rate of silent reading and determine standards.

California State Series — Fifth Reader:

I. Selections for intensive reading: None.

II. Selections for oral reading by the children:

	Page
At Sea	20
Four Leaf Clover	46
An Apple Orchard in the Spring	72
A Midsummer Night's Dream	73
The Sandpiper (Use in Fourth Grade)	87
Recessional (Use in Eighth Grade)	244
Paulette and Her Gift	246
The Yankee Boy	378
The Homes of the People	385
America for Me	389

III. Selections for rapid silent reading by the children; and also to be read by the teacher to the children in her very best style:

	Page
Arion and Dolphin	9
Prospero and Miranda	21
Miraculous Pitcher	48
The Good Man of Ballengeich	95

Page
A Boy's Friendship....103
A Night Adventure during the Old French War....127
Edith of Scotland....146
The Soldier and the Panther....169
The Young Painter....189
Helena of Britain....210
The Archery Contest....232
A Brave Rescue and a Rough Ride....254
The Convict and the Good Bishop....273

IV. Selections to be memorized:

Opportunity (A Fifth Grade)....164

V. Selections to be read by the teacher to the children:

Hunting Song....100
The Song of the Western Men....101
Sir Galahad....126
Opportunity....164
Rules of Behavior (Discuss)....165
A New Leap....168
The Child's Realm....315
How a Cat Played Robinson Crusoe....316
The Discovery of America....336

Material Supplementary to the State Text:

Jackanapes and Other Stories (A Fifth Grade)....Ewing
Free and Treadwell Reader (B Fifth Grade)..Free and Treadwell
Pinocchio in Africa (B Fifth Grade)....Cherubini
The Silent Readers, Book V....Lewis and Rowland
Hiawatha (complete) (A Fifth Grade)....Longfellow
Everyday Classics, Fifth Reader....Baker and Thorndike
Belgian Twins (B Fifth Grade)....Perkins
Wandering Heroes (A Fifth Grade)....Lillian Price
Nuremburg Stove (B Fifth Grade)....de la Ramée
Elson Runkel Reader, Book IV (B Fifth Grade)..Elson and Runkel
Lobo, Rag and Vixen (A Fifth Grade)....Thompson Seton
Children's Classics in Dramatic Form, Book IV....A. Stevenson
Fanciful Tales....Stockton
Riverside Fourth Reader....Van Sickle and Seegmiller
(B Fifth Grade)

Poems for the Fifth Grade:

*Be True (Home Book of Verse, Stevenson).....H. Bonar
*The Mountain and the Squirrel.....Emerson
(Children's Hour, Vol. IX — Tappan)
*Heaven Is Not Reached at a Single Bound.....J. G. Holland
(from Gradatim)
*Down to Sleep.....H. H. Jackson
*A Farewell (Children's Hour, Vol. IX — Tappan)...C. Kingsley
An Apple Orchard in the Spring.....William Martin
(Holton-Curry Reader, Book IV)
*The Fairy Song (Children's Hour, Vol. IX—Tappan)..Shakespeare
*To a Child.....Wordsworth
(Children's Hour, Vol. IX — Tappan)

Recreational Reading:

Jack and Jill.....Alcott
Under the Lilacs.....Alcott
Cruise of the Ghost.....Alden
Fairy Tales.....Andersen
Juan and Juanita.....Baylor
David Blaze and the Blue Door.....Benson
Firelight Fairy Book.....Beston
John of the Woods.....A. F. Brown
Alice's Adventures in Wonderland.....Carroll
Robinson Crusoe.....Defoe
The Three Mulla-Mulgars.....Walter de la Mare
Ben, the Battle Horse.....Dyer
Wind in the Willows (For the unusual child).....Grahame
Peterkin Papers.....Hale
Nelly's Silver Mine.....Jackson
Toby's Tyler.....Kaler
Water Babies.....C. Kingsley
Wonderful Adventures of Nils.....Lagerlöf
Book of King Arthur.....Lanier
The Blue Bird.....Maeterlinck
Wonder Clock.....Pyle
Little Jarvis.....Seawell
Wild Animals I Have Known.....Thompson Seton

*Memorize.

Jolly Good Times....Smith
Jolly Good Times at School....Smith
Moni, The Goat Boy....Spyri
Gulliver's Travels....Swift
Old Ballads in Prose....Tappan
Magic Forest....White
Rebecca of Sunnybrook Farm....Wiggin

Sixth Grade

Aims in Reading: (See aims of preceding grades.)

1. Inspire a love and appreciation of good literature.
2. Secure purposeful reading as a means of carrying on various activities.
3. Bring the rate of silent reading to its maximum in this grade.

California State Series — Sixth Reader:

B Sixth Grade

I. Selections for intensive reading:

	Page
The Argonauts (Use in A Sixth Grade)	17–63
Horatius at the Bridge (Use in A Sixth Grade)	87–105
The Pied Piper of Hamelin	139–149
Siegfried and the Dragon	157–165
Stories of King Arthur	186–195
Inchcape Rock	196–198

II. Selections for oral reading by the children following an assignment:

	Page
A Story for Princes	84–86
The Pilot	108–109
The Cadi's Decision	113–118
The Hope of Our Country	121–123
A Good Practical Joke	136–138
Tubal Cain	166–167
Romance of the Swan's Nest	172–174
Christmas at Bob Cratchit's	180–184

III. Selections for silent reading in a limited time:

Page
Biography of Charles Kingsley 73–78
The Farmer and the Fox 150–151
A Wonderful City 168–171
The Stone Cutter 199–201
Two Surprises 201–202

IV. Selections to be memorized:

To a Little Girl 78
Columbus 110–112
Nobility 138
The Eagle 179
Christmas Bells 184
The Man Worth While 198

V. Selections to be read by the teacher to the children:

Alice Brand 79–84
The Battle of Blenheim 129–131
Three Gates of Gold 149
A Song of Autumn 153
Lord Ullin's Daughter 154–156

A Sixth Grade

I. Selections for intensive reading:

Miles Standish 207–257
The Skeleton in Armor 279–284
The King of the Golden River 295–321
Paul Revere's Ride 330–334
Robin Hood 346–348
Joseph and His Brethren 361–372

II. Selections for oral reading by the children:

Children 285–286
The Dervish and the Camel 287–288
Three O'clock in the Morning 288–289
Driving Home the Cows 336–337
Robin Hood and Little John 338–340
Robin Hood and King Richard 340–342
The Shooting Match in London Town 342–345
The Heroine of Nancy 353–357

III. Selections for silent reading by the children:

Page
Henry Wadsworth Longfellow....273–278
The Little Match Girl....290–291
The Curate and the Mulberry Tree....379–380
The Flower Magician....385–393

IV. Selections to be memorized:

The Heart's Uplift.... 286
Abou Ben Adhem.... 358
California....393–394
Daffodils.... 394

V. Selections to be read by the teacher to the children:

John Ruskin....324–329
Under the Greenwood Tree.... 348
Lucy Gray....340–351
The Glove and the Lion....359–360
The Singing Leaves....375–378

Additional Material to be Used with the State Text:

Arabian Nights (Ginn & Co. edition).....ed. by E. E. Hale
Everyday Classics, Sixth Reader.....Baker and Thorndike
John Gilpin's Ride (Child Life in Poetry–Whittier).....Cowper
*Trees (Trees and Other Poems).....Kilmer
Joan of Arc (Children's Heroes).....Lang
A Thousand Year Pine (Riverside paper edition).....Mills
William Tell (Silver, Burdett & Co. 50c. edition).....McMurry
In Lilac Time (The Barrel Organ).....Noyes
Some Adventures of Robin Hood.....Pyle
Heidi (A Sixth Grade).....Spyri
Stories of King Arthur and His Knights.....Stevens and Allen
Legend of a Mountain Ash (Trees in Poetry and Prose).....Stone
The First Christmas Tree (Scribner's).....Van Dyke
The Birds' Christmas Carol (Dramatic edition).....Wiggin

Recreational Reading:

Jack and Jill.....Alcott
Basket Woman.....Austin
Fifty Famous Rides and Riders.....Baldwin

*Memorize.

The Sampo ..... Baldwin
Heroic Deeds of American Sailors ..... Blaisdell and Bull
Boy Emigrants ..... Brooks
Secret Garden ..... Burnett
Boyhood Days of Famous Men ..... Cather
Story of Sonny Sahab ..... Coates
Children's Homer ..... Padraic Colum
Children of Odin ..... Padraic Colum
Merrylips ..... Dix
Adventures of Billy Topsail ..... Norman Duncan
Hoosier School Boy ..... Eggleston
Understood Betsy ..... Fisher
Story of David Livingstone ..... Golding
With Spurs of Gold (For the unusual child) ..... Greene
Uncle Remus, His Songs and Sayings ..... Harris
Tanglewood Tales ..... Hawthorne
Betty Leicester ..... Jewett
The Heroes ..... Kingsley
The Boy and the Baron ..... Knapp
In the Days of the Guild ..... Lamprey
The Master of the Guild ..... Lamprey
Slow Coach ..... Lucas
Lickey and His Gang ..... Mason
Careers of Danger and Daring ..... C. Moffett
Anne of Green Gables ..... Montgomery
Book of the Happy Warrior ..... Henry Newbolt
Tales of a Persian Genii ..... Olcott
Two Little Confederates ..... Page
French Twins ..... Perkins
Men of Iron ..... Pyle
Jacqueline of the Carrier Pigeons ..... Seaman
Paul Jones ..... Seawell
Krag and Johnny Bear ..... Thompson Seton
Apank ..... Schultz
Castle Blair (Heath & Co.) ..... Shaw
Emeline ..... Singmaster
Round the World in the Sloop "Spray" ..... Slocum
Good Old Stories for Boys and Girls ..... Elva G. Smith
Gabriel and the Hour Book ..... Stein
Mysterious Island ..... Verne
Widow O'Callaghan's Boys ..... Zollinger

Seventh Grade

Aims in Reading: (See aims of preceding grades.)

1. Expect from the pupils a deeper emotional response to good literature.
2. Maintain the rate and comprehension in silent reading previously acquired, using selections of greater length and difficulty.

California State Series — Seventh Year Literary Reader:

B Seventh Grade

I. Selections for intensive reading:

	Page
The Legend of Sleepy Hollow	9–42
A Legend of Bregenz	161–166

II. Selections for oral reading by the children:

The Bell of Liberty	73–76
Roland's Last Battle	110–123
The Boy Judge	151–158
The North American Indian	167–168
Who Patriots Are	171–172
All Quiet along the Potomac	193

III. Selections for silent reading by the children:

Washington Irving	56–60
The First Grenadier of France	89–93
In the Factory	125–128
Two Matches	140
The Passenger Pigeon	141–145
The Destruction of Pompeii	177–181
The Crusader and the Saracen	184–189
A Hero of the Furnace Room	189
The Story of a Salmon	197–204

IV. Selections to be memorized:

The Arrow and the Song	61
The Concord Hymn	83
Kind Hearts and Simple Faith	88
The King of Glory	124

Page
The Psalm of Life....128–129
The Year's at the Spring.... 176
The Set of the Soul.... 181
Music.... 183

V. Selections to be read by the teacher to the children:

The Deacon's Masterpiece.... 62
Lochinvar.... 96
The Bells....130–133
Eldorado....133–134
The Greatest Thing in the World.... 160
An Order for a Picture....173–176
Hohenlinden....192–193

A Seventh Grade

I. Selections for intensive reading:

The Revolutionary Rising....308–311
Supposed Speech of John Adams....312–314
Rip Van Winkle....320–337
Doubting Castle....356–361

II. Selections for rapid oral reading by the children:

The Origin of Roast Pig....293–297
Icarus.... 297
In Memory of George Washington....301–305
Character of Washington....305–307
André and Hale.... 307
The Water Ouzel....315–319
Lady Clare.... 339
Who Are Blessed....361–362
The Just Judge....387–392

III. Selections for silent reading by the children:

Evangeline (Oral and silent reading)....209–292
Alfred Tennyson....350–355
The Fate of Balboa....363–367
The Story of the Missions....368–376
St. Francis and the Birds....377–379
A Marriage in Early California....379–385
The Persian and His Three Sons....393–394
Behind Time....395–396

IV. Selections to be memorized:

	Page
The Night has a Thousand Eyes	299
The King of Glory	300
California's Cup of Gold	319
The Little Cares that Fretted Me	386

V. Selections to be read by the teacher to the children:

The Independence Bell	77
The Charge of the Light Brigade	342–344
Ring Out Wild Bells	344–346
Bugle Song	346–347
Justice Conquers All	364

Additional Material to be Used with the State Text:

Everyday Classics, Seventh Reader	Baker and Thorndike
Birds and Bees	Burroughs
Sharp Eyes	Burroughs
Insect Adventures	Fabre
Hans Brinker (Scribner's)	Dodge
Tom Brown's School Days (Ginn and Co. edition)	Hughes
The Odyssey	Palmer
Treasure Island	Stevenson
In the Wilderness	Warner
Finding a Home (Story of Patsy, Riverside edition)	Wiggin

Poems for the Seventh Grade:

How They Brought the Good News (Golden Numbers — Wiggin and Smith)	Browning
Old Ironsides (Book of Famous Verse — Repplier)	Holmes
*Yussouf (Story Telling Poems — Francis Olcott)	Lowell
The Throstle (Songs of Nature — John Burroughs)	Tennyson

Recreational Reading:

Little Women	Alcott
Old Fashioned Girl	Alcott
Story of a Bad Boy	Aldrich
Story of Roland	Baldwin
Story of Siegfried	Baldwin

*Memorize.

Master Skylark.....Bennett
Theodore Roosevelt's Letters to His Children.....ed. by Bishop
Master of Strong Hearts.....Brooks
Jeanne d'Arc.....Buxton
Undine (Told to the Children Series).....La Motte-Fouqué
Lance of Kanana.....French
Rolf and the Viking's Bow.....French
Boy's Life of Theodore Roosevelt.....Hagedorn
High Adventure.....Hale
On the Trail of Grant and Lee.....Hill
Aztec Treasure House.....Janvier
Daniel Boone, Backwoodsman.....Forbes-Lindsey
Adventures of Tom Sawyer.....Mark Twain
Huckleberry Finn.....Mark Twain
Children of the New Forest.....Marryat
Jim Davis.....Masefield
Martin Hyde.....Masefield
Tom Strong, Washington's Scout.....Mason
Book of the Blue Sea.....Newbolt
Boy's Life of Mark Twain.....Paine
Hero Tales from American History.....Roosevelt and Lodge
Running Eagle, the Warrior Girl.....Schultz
With the Indians in the Rockies.....Schultz
Trail of the Sandhill Stag.....Thompson Seton
Mystery Tales.....Smith
Buccaneers and Pirates of our Coast.....Stockton
Twenty Thousand Leagues Under the Sea.....Verne
Arctic Stowaways.....Wallace
Golden Numbers.....Wiggin
Polly Oliver's Problem.....Wiggin

Eighth Grade

Aims in Reading: (See aims of preceding grades.)

At the end of the elementary school course the pupils should possess the ability to read practical material such as periodicals, grasping the central thought, finding the conditions necessary to the answering of questions or the solving of problems, and determining the truth of statements.

California State Series — Eighth Year Literary Reader:

B Eighth Grade

I. Selections for intensive reading:

	Page
Snow-Bound	9–32
A Message to Garcia	89–95
The Great Stone Face	101
The Arsenal at Springfield	145
Thanatopsis	153–155
Of Books	161–165

II. Selections for oral reading by the children:

Barbara Frietchie	30–52
The Way to Wealth	63–68
The Lure of the Trail	71–73
A Song	88
Destruction of Sennacherib	136
Night before Waterloo	137
Friendship among Nations	142
The Prodigal Son	148
Wee Willie Winkie	193–204

III. Selections for rapid silent reading by the children:

John Greenleaf Whittier	53–59
Battle of the Ants	75
The Story of Our Flag	83–84
Nathaniel Hawthorne	131–134
The Donner Party	168–178
The Discovery of Gold in California	179–184
The Coming of the Gold Seekers	185–188

IV. Selections to be memorized:

The American Flag (selection)	85–87
Gettysburg Address	99
O Captain! My Captain!	100
To a Water Fowl	157
Recessional	190–191

V. Selections to be read by the teacher to the children:

Barefoot Boy	42
I Shall Not Pass This Way Again	74

Page
Sheridan's Ride 94
Abraham Lincoln 96
Rest 149
The Death of the Flowers 150–151
The Voice of Spring 166–167
If 189–190
L'Envoi 192

A Eighth Grade

I. Selections for intensive reading:

Lincoln, the Man of the People 333–336
Makers of the Flag 344–346
The Vision of Sir Launfal 348–360
The Last Fight in the Coliseum 393–399

II. Selections for oral reading by the children:

Julius Cæsar 207–286
The First Snow Fall 367
The Man without a Country 320–326
The New South 342–343

III. Selections for rapid silent reading by the children:

William Shakespeare 305–310
James Russell Lowell 373–379
The Sagacity of the Spider 381–385
The Well of St. Keyne 386–387

IV. Selections to be memorized:

Polonius' Advice to His Son 311
What Constitutes a State (Selection) 346–347
The Sermon on the Mount (Bible)
Selections from Julius Cæsar (Shakespeare)
The Chambered Nautilus (See Seventh Reader, p. 71)

V. Selections to be read by the teacher to the children:

Unconquered 317
The Blue and the Gray 329–331
A Memorial Day Vision 331
What Constitutes a State 346–347
The Fatherland 369

Page
The Heritage....371–373
The Death of Absalom....389–391
Spartacus to the Gladiators....400–402

Additional Material to be Used with the State Text:

Everyday Classics, Eighth Reader....Baker and Thorndike
The Deerslayer (revised by Lansing, Ginn & Co.)....Cooper
Two Years before the Mast....Dana
Stikeen....Muir
Vocational Readers....Pressey
Ivanhoe....Scott
The Ways of the Woods....Sharpe
The Other Wise Man....Van Dyke

Poems for the Eight Grade:

Herve Riel (Selections for Memorizing—A. W. Skinner)..Browning
The Soldier (The Home Book of Verse—B. E. Stevenson)..Brooke
Langemarck at Ypres....Campbell
(Treasury of War Poetry, Vol. I—Clarke)
Rheims Cathedral (Fox Craft—War Verse)....Conkling
Vive la France....Crawford
(Treasury of War Poetry, Vol. I—Clarke)
Ballad of East and West (Famous Rides and Riders)....Kipling
The Spires of Oxford (The Home Book of Verse)....Letts
The Man Born to be King (The Earthly Paradise)....Morris
Kilmeny (Open Boats)....Noyes
Searchlights (Open Boats)....Noyes
In Flanders Fields....McCrae

Recreational Reading:

*Little Minister....Barrie
Sentimental Tommy....Barrie
First Hundred Thousand....Beith
Barnaby Lee....Bennett
Four Gordons....Brown
Boyhood Stories of Famous Men....Cather
*Richard Carvel....Churchill

*These books are for mature children who are reaching beyond strictly juvenile literature.

Last of the Mohicans.....Cooper
*Man from Glengarry.....Conner
*John Halifax, Gentleman.....Craik
God's Country.....Curwood
Wonder Book of Old Romance.....Darton
Adventures of Arnold Adair.....Driggs
Janice Meredith.....Ford
Story of Grettir the Strong.....French
Biography of a Prairie Girl.....Gates
That Year at Lincoln High.....Gollomb
Children's Tales from Scottish Ballads.....Grierson
Hall with Doors.....Hasbrouck
Hitting the Dark Trail.....Hawkes
Shaggycoat.....Hawkes
High Benton.....Heyliger
Worker.....Heyliger
Ramona.....Jackson
Captains Courageous.....Kipling
*Kim.....Kipling
*Journal of Countess Krasinska.....Krasinska
Thrall of Lief the Lucky.....Liljencrantz
Nobody's Boy.....Malot
*A Connecticut Yankee in King Arthur's Court.....Mark Twain
Prince and the Pauper.....Mark Twain
Feats on the Fjord.....Martineau
*Lost Endeavor.....Masefield
Boy's Life of Edison.....Meadowcraft
Polly's Secret.....Nash
Boy's Life of Abraham Lincoln.....Nicolay
Ransom of Red Chief (Short Story).....O. Henry
*Life of Robert Louis Stevenson.....Overton
*Scottish Chiefs (Wiggin and Smith edition).....Porter
Jack Ballister's Fortunes.....Pyle
Florence Nightingale.....Richards
*Quentin Durward.....Scott
The History of Lady Betty Stair.....Seawell
Virginia Cavalier.....Seawell
Black Arrow.....Stevenson

*These books are for mature children who are reaching beyond strictly juvenile literature.

*Casting Away of Mrs. Lecks and Mrs. Aleshire.....Stockton
Story of Babette.....Stuart
Jim Spurling, Fisherman.....Tolman
Daughter of the Rich.....Waller
Story of Ab (A tale of a cave man).....Waterloo
Daddy Long Legs.....Webster
Rebecca of Sunnybrook Farm.....Wiggin
*Virginian.....Wister

Reference Books (See list at end of Third Grade):

Poems Every Child Should Know.....Mary E. Burt
Festivals and Plays.....P. Chubb
A Treasury of War Poetry.....Clarke
Tales from the Secret Kingdom.....Gate
Poems by Grades.....Gilbert and Harris
Heart of Youth.....J. L. Gilder
Children's Heroes.....Lang
Story Telling Poems.....Houghton
Earthly Paradise.....Morris
Good Stories for Great Holidays.....Olcott
Story-Telling Ballads.....Olcott
Home Book of Verse.....B. E. Stevenson
Trees in Poetry and Prose.....Stone
Poems and Rhymes (The Children's Hour, Vol. IX).....Tappan
A New Correlation; Poems Set to Music.....Victory Company
A Book of Verse of the Great War.....Wheeler
Golden Numbers.....Wiggin

Library Habit

First Grade

Location of public library.

1. Definition of library. Location.
2. Care of books.
   a. Cleanliness:
      Books cannot be washed, hands can.
      Clean hands.

*These books are for mature children who are reaching beyond strictly juvenile literature.

Candy sticks the leaves together. Do not read and eat at the same time.

Dog ears. Folding down the corners cuts the paper.

Safe place for books at home. Out of reach of babies. Dry place. Fog and rain warps back.

Quote Maxson book mark.

Book hospital — nurse. The bindery, where broken backs are resewed, torn pages mended, etc.

b. How to open a new book:

Where possible B First Grade children should have new books and be taught to open them correctly.

Lay book flat on desk. Take leaves in one hand and press down on both covers close to back. Then a few leaves at a time, first from front and then from back until all leaves are pressed down.

c. How to mark the place.

d. Place nothing between pages. Pencils, rulers, tablets, or even several sheets of paper spread the back and break it.

e. Put paper covers on borrowed books to keep backs clean.

f. How to turn pages:

Upper right hand corner always. Turning from inside lower edge tears paper. Never use damp fingers.

Second Grade

Review first grade.

Emphasize title, giving title correctly. Compare title to child's name.

Third Grade

Review second grade.

Emphasize author — introduce the author of each book used in this grade. Use Lewis Carroll's letters to make author real when reading *Alice in Wonderland.*

Make visit to library with the class, if possible, to get cards and start the library habit. If near a library, this may be done in A First or Second Grade.

Fourth Grade

Review third grade.

Continue emphasis of title and author.

Prepare for using dictionary by learning alphabet.

Arrange alphabetically simple words, such as spelling lesson, names of children, books in class room libraries.

Fifth Grade

Review of B Fourth Grade and increased use of dictionary.

How to find names of people (under last name).

How to use a library. Fiction arranged alphabetically by author. Non-fiction by subject.

Each teacher should know the simple arrangement of subjects by number. If not, secure outline from the public library. With these lists for guides, have pupils classify school books, both texts and class room libraries; *e.g.*:

Tarr & McMurry, *Geography* 910
Mace's *Beginners History* 973

If school is near a library, the librarian will arrange games to show pupils how to locate non-fiction.

Non-fiction classed under one of these ten classes:

000 General works (Encyclopedias)
100 Philosophy
200 Religion
    220 Bible Stories
300 Civics
400 English books — languages
500 Science — nature study
    520 Stars
    580 Flowers
    590 Animals
    598 Birds
600 Useful arts
    641 Cook books
    646 Sewing
    670 Manufactures
    690 Carpentry
700 Fine arts
    750 Painting
    780 Music
    790 Handbooks — games — amusements
800 Poetry and literature
900 History
    910 Geography or travel
    914 Geography of Europe
    915 Geography of Asia
    916 Geography of Africa
    917 Geography of North America
    920 Biography or lives of famous people
    930 Ancient history
    940 History of Europe
    950 History of Asia
    960 History of Africa
    970 History of North America
    973 History of United States
    980 History of South America

If desired, this can be condensed to the ten main headings, 000, 100, 200, etc., although many schools will not be able to secure more complete lists, as small libraries will not have them.

Sixth Grade

Review fifth grade work, before visit to public library.
Parts of a book:

a. Teach use of index, contents, etc.
b. Call attention to title page, publisher, date, etc.
c. Why date is important and with what classes of books.

Use of catalog:

a. This necessitates a visit to the nearest public library, where instructions will be given by the school or children's librarian, and problems in use of the library catalog will be given. This visit must be followed up by the children, teacher, and librarian in continued use of the library. Simple concrete subjects being studied at school can be assigned to a few pupils for library material; the children should be given credit for correct independent work.

b. In this grade, use of dictionary should be perfected for speed.

Ten words: Maximum time to find ten words two and one half to five minutes.

Acquaint the children with the dictionary as to author, publisher, date published, and as to the words and other information.

Compare their school dictionary with Webster, Standard, and the Century. *The Century Dictionary* can be examined on a visit to the library.

Seventh Grade

To be given by the history teacher.

Use of encyclopedia. If possible an encyclopedia should be in the school building.

Explain arrangement alphabetically by subject.

Explain cross references.

Intensive use of index. Limit the time for finding assigned subject in the encyclopedia.

Using the school texts, assign subjects being studied to pupils for complete list of information. For example, to find *iron* they might look in: Allen's *Geographical and Industrial Studies;* Carpenter's *Geographical Readers;* Tarr and McMurry's *New Geographies;* Histories; Encyclopedias, etc.

List reference books on cards and file, and you will soon have a complete bibliography of these subjects as appearing in school texts and references.

Encyclopedias: *Americana; Britannica; New International Encyclopedia;* Children's encyclopedias: *World Book, Champlin's Young Folks Encyclopedia.*

Eighth Grade

B Eighth Grade

World Almanac. Should be in history teacher's hands.

a. Index.
b. Kind of information contained.

A Eighth Grade

Reader's Guide. (Secure single old copies from the public library, or small groups may go to the library for this.)

Specific subjects for magazine reference (to be assigned):

a. Explain alphabetical arrangement of author, title, and subject.
b. Abbreviations of name, magazine, volume, year, month, and page where list of magazines is found indexed.
c. Special value — to give recent information for Current events and Debates.
d. A list of magazines for children from which to seek information should be given the pupils, as the articles in many magazines are beyond most children's comprehension.

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SPELLING

Aim

The aim in teaching spelling is to develop in the child the ability to write correctly those words which will constitute his written vocabulary.

To accomplish this aim it is necessary (1) that the child learn the specific words common to various vocabularies and (2) that the child gain the ability to learn new words readily, so that he may acquire the individual vocabulary necessary for the expression of his particular interests as they develop.

Subject Matter

The "what" would seem to consist of words which may be classified under the three following headings:

1. Words common to all written vocabularies.
2. Words expressing the interests common to children at a given age and stage of development.
3. Those words which the child needs from time to time to express his own specific interests.

Group 1. Words Common to All Written Vocabularies. — The only basis for the selection of words for Group 1, as designated above, is some experimental study of the words commonly used in writing. The classic study of this kind is that made by the Russell Sage Foundation, which resulted in the *Ayres List of the Thousand Commonest Words in the English Language.*

The words of the *Ayres List* were "chosen by combining the results of the four most extensive studies[1] that have attempted to identify the words commonly used in different sorts of English writing."

Dr. Ayres summarizes his findings as follows:

> There is one salient characteristic common to all of these studies. This is the cumulative evidence that a few words do most of our work when we write. In every one of the studies it was found that nine words recur so frequently that they constitute in the aggregate one-fourth of the whole number of words written, while about fifty words constitute with their repetitions one-half of all the words we write. With the exception of very few, these words are all monosyllables.
>
> It seemed worth while to have the children spell not merely common words but the commonest words, in order to have the entire study based on what may be termed a foundation spelling vocabulary. One thousand words were finally selected as constituting such a foundation vocabulary.

The Cook-O'Shea list[2] referred to in the discussion of the *Ayres List*, is based on the study of the correspondence of thirteen adults. The first list contains the words, 186 in number, used by all the correspondents. The second list is made up of the 577 words used by a majority of the correspondents. Lists three and four contain words used by less than a majority of the correspondents. The total number of words is 5200.

Several other lists of experimentally determined adult vocabularies have been reported in the last few years. All

[1] Knowles, J. — *The London Point System of Reading for The Blind.* London, England. 1904.

Eldridge, R. C. — *Six Thousand Common English Words.* Niagara Falls. 1911.

Ayres, L. P. — *The Spelling Vocabularies of Personal and Business Letters,* 14 pp. Russell Sage Foundation. 1913.

[2] Cook, W. A., and O'Shea, M. V. — *The Child and His Spelling.* Bobbs-Merrill Company.

these lists to date are local and would be of value for our purpose only if compared and reduced to one list of common words.

Group 2. Words Expressing the Interests Common to Children at a Given Age or Stage of Development. — The words common to the vocabularies of children at any given age or stage of development could only be selected on the basis of the words actually used in the spontaneous written expression of children. Several such studies have already been made and others are at present under way.

In the appendix to the book *The Child and His Spelling*, Professors Cook and O'Shea give lists of words selected from the spontaneous compositions of children in the public schools of Madison, Wisconsin. The first list contains 272 words used by children of all grades. The second list contains the 542 words used by children in at least three grades.

In an experimental study made by W. Franklin Jones of the University of South Dakota, over 75,000 themes written by 1050 children were compared. Out of a total of 15,000,000 words, only 4532 different words were used by the children. The words given in the final Jones list are those used by at least two per cent of the students.

In 1914 the Chico word list was published. This list is made up of 542 Ayres words; of words selected from the list prepared by Miss Effie McFadden and Dr. Frederic Burk of the San Francisco Normal School; and of words used by children in 920 school compositions. These compositions were selected at random from the rural and city schools of the Chico district.

The *California State Speller* consists entirely of lists of words selected on the basis of frequency of actual use in written expression. With the exception of the *Ayres List* the basis for selection was the frequency of occurrence in the spontaneous written work of children of given ages.

The words used in 8000 spontaneous compositions, written by elementary public school pupils of nine different sections of the State of California, were tabulated and arranged in order of frequency. A separate list was made for each section.

This list of words was then compared with the Jones list and the Ontario list and words occurring in either the Jones or the Ontario list and at least one of the special California lists were selected for the main body of the final spelling list.

The Ayres words and a list of words occurring with a certain frequency only in the California lists were added to the group of words just described. So that the final word lists for each grade consisted of the three parts.

1. *Ayres List of 1000 Words.*
2. Words used in general by children of a given age (in addition to Ayres words).
3. Words used with frequency by California children to describe local interests.

The total number of words is 2600.

Without doubt other similar studies will be available shortly. The value of any of these studies will depend upon the spontaneity of the written work. All the studies so far made indicate, as is found in the case of the *Ayres List*, that relatively few words are used by children to any degree of frequency.

Group 3. Those Words Which the Child Needs to Express His Own Specific Interest. — However the words of the first two groups may be chosen, the words of the last group will have to be suggested by the child himself. There is an increasing tendency to let each child develop his written vocabulary as he feels the need of words for self-expression. With proper motivation, first grade children will ask for words to use in the writing of things that interest them and will learn these words eagerly.

This third group of words is particularly important, as words learned in this way have context; they are words whose meaning has been developed in the child's experience, and are written at just the moment when the child is interested in them. Further, in many cases, the child will tend to write the words much more frequently than words formally taught and so will form the habit of writing the word without tedious dictation exercises.

It is suggested in the *California State Speller* that each child make his own spelling book, in which he may keep the words he has learned in this way.

It seems quite possible that the teachers who start the development of each child's own word list at the beginning of his written work may find 2,600 or even fewer words a maximum rather than a minimum list, as the child will have learned for himself many of the words in the list by the time he reaches them. In this case, the formal list should be used merely as a test to see if the child knows the words of one grade before he goes on to the next grade.

With the present-day tendency to decrease the number of words formally taught, the question of method of teaching becomes important, as it is obvious that the child must supplement any of the word lists suggested by words which he acquires on his own initiative.

In experimental work at present in progress it has been found unnecessary to give children any formal word lists. These experiments, soon to be reported, show that children who start their writing with words of their own asking, and who are shown how to learn these words, develop a written vocabulary far in excess of any of the formal lists mentioned in this report, and yet containing all the words of the *Ayres List*, and that poor spelling is eliminated.

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WRITING

Aim

Writing is a language tool — a substitute for speech. The highest service writing can perform is to materialize thought into unmistakable forms and terms. As a mechanical or universal art it ranks in importance with reading and arithmetic.

Minimum Essentials

The principal essentials to good writing are: first and most important, legibility or plainness of form; second, ease in execution, which is facilitated by a healthful position, and by the application of arm movement.

Illegible forms mean wasted energy on the part of both writer and reader. Slow, cramped, labored execution means restricted energy and limited product.

Method

Arm movement is just what the name implies, *i.e.*, the use of the arm instead of the fingers to propel the pen in writing. The fingers are too short to propel the pen far, rapidly, and easily. Their function is to hold the pen while the arm propels it. The muscles of the arm are strong and capable of doing a great deal with but little sense of exhaustion. Arm movement makes writing easy.

The muscles which move the fingers form the fleshy part of the forearm in front of the elbow. The muscles which move the forearm at the elbow are located between the elbow and shoulder. The muscles which move the upper arm are located about the shoulder. These comprise the writing

machine. Arm movement is the very best adjustment and use of this machine for the art of writing, and progress and success depend upon its proper adjustment and use.

How to Acquire the Arm Movement:

1. Drop the right hand half open at the side of the seat and swing it back and forth in the easiest manner.
2. Now lift the arm and place it upon the desk, allowing the hand to remain half closed.
3. With the left hand place the pen in the right hand for writing, elevating the hand slightly upon the third and fourth fingers so that the wrist is free of the desk.
4. Now push and pull the arm back and forth in the sleeve without letting the sleeve slip on the desk.

The little finger serves as a free, gliding rest for the hand, and the muscle and skin in front of the elbow serve as a movable rest for the arm. This is arm movement as distinguished from, and opposed to, finger movement.

The fingers must not grip the penholder tightly. The hand must not fall over on the right side. The hand must glide on the little finger and the one next to it, and the arm must move freely on the muscle near the elbow.

Correct Posture. — Correct habits are so essential to good health and good penmanship that they should be insisted upon at all times during any lesson in which writing is used. During the writing lesson, pupils, under the direction of the teacher, should learn good posture, following the plan outlined in the state system. The Zaner Method is the State Text of California, but complete directions are given in many other methods. For example, at a given signal pupils should place feet flat on the floor, straighten backs, drop arms on the desk, place paper, take pen ready to glide on nails. Repeat this operation until entire class can assume correct posture quickly.

Relaxation assists us to move with facility, and the class should be directed in some easy relaxing exercise several times during each lesson until the habit is fixed. The following are typical exercises: Children stand ten seconds, stretch arms out, drop arms. Be seated. Class roll arms and look toward the director or toward the board. Any game or device that relieves tension may be used.

Materials

Good materials are necessary. A good quality of ink paper should be chosen. Medium coarse pens are the best. Wood penholders with cork tip or enlarged toward the pen end should be used, never a slender metal tipped one. Blotter, inkwiper, and a folder in which to put the writing material are desirable.

Crayon. — A dustless crayon should be used for the protection of the pupil's health. Soft crayon will make a better mark, and is more pleasing to the touch, but these facts do not constitute a reason for discarding the dustless crayon.

Eraser. — An eraser which absorbs the dust should be used, and kept clean. The blackboard should be erased from the top to the bottom. The eraser should be brought down in a vertical line, so that the chalk dust is deposited on the chalk tray.

Place of Penmanship on the Program

The writing period must not come immediately after a period of physical exercise, or gardening. Probably the best time for the writing lesson is the period which follows the music lesson.

Blackboard

If the blackboard is ruled, the lines should be four inches apart. Each pupil should be given a definite space at the

board, which is marked off by oblique lines on the writing slant, instead of vertical. The blackboard is the medium of showing. Place the correct form on the board for the children, and ask them to watch you as you make it. Forms placed on the board before the class is in the room are of comparatively little value. We must show *how* as well as what. These models should be traced by the children. As soon as the feeling of the motion is gained, they should duplicate the copy on the board.

Great care must be exercised in the method of criticising the forms produced by the children. Technical language should be avoided. Exact forms must not be required. Freedom, and the use of right muscles, right posture, and foundation work for the future take precedence. Make forms in the air with the class and demonstrate again upon the board if necessary.

Counting

The purpose of counting is to secure rhythm. It is used in the upper grades, while nursery rhymes and Mother Goose songs take its place in the primary grades.

As rhythm is one of the greatest aids to any motor activity, so the learning to write process is made easier if suitable music may be arranged for motions. Any regular beat is best for the formal exercises, *i.e.*, ovals and push and pull exercises, but as in real writing we find so many short strokes and short pauses, it is difficult to find music which may be used. The counts, one, two, three, often become mere repetition, but if a descriptive count can be used, one which describes the motion employed, this error is usually avoided. For instance, one, two, three may be counted for the production of *C*, but a better count is "loop around." Likewise, one, two, three may be counted for *D*, but the better count is

"sway around," as the word "sway" reminds the student that the first motion is a compound curve which sways from the right to the left of a straight line. In a like manner counts may be used which describe all the letters and their connections.

Letter Formation

Correct form is learned by observing details in the presentation of a letter or a word or sentence. Height, width, slant, beginnings and endings, peculiarities of letters, count, speed, analogy should receive consideration by the teacher while demonstrating at the board. In studying a word, spacing is of great importance. Swings, endings, uniformity, proportion of letters, slant, form of special letters, and color of line should be pointed out. In the study of a sentence, uniform capitals, loops, spacing, size of letters, margins, space between words, speed and neatness should be dwelt upon.

When a principle is learned by the pupil, it should be the dominant form wh ch stands out clearly in the letter in which it is to be used, and to which lines are added for the completion of other letters. The teacher must know the principles upon which writing is based, so that she can judge the formation of a letter and make helpful criticisms. She must be familiar with the similarity of letters, and see them in groups or families in order to eliminate a mass of confused lines and know that each does not have a distinct and special group of lines. She must see that all the letters grow out of a few definite principles. To illustrate, let us think of the small letter *b*. Suppose that the teacher is examining the pupil's work for points to comment upon, she should know that the letter *l* and last part of the letter *w*, when combined, make this letter, and seeing the letter *b* in two parts, each part may easily be found in the finished letter.

Quality of Line

Neatness and light lines go together. It is necessary to teach every child to do neat work. Light lines may be obtained by the following means: By using arm movement; by making two hundred to four hundred ovals with one dip of ink; by selecting proper materials; and by proper holding of the writing instrument.

Size of Writing

The first four grades should make capitals and loops as high as the space between lines and the small letter one half as high as the capitals. Above the third grade, pupils should be encouraged to reduce the size of their writing until the capitals are three fourths of a space high, and the small letters, *i*, *a*, *m*, etc., are one third as high as the capitals. Some children who have well-developed hands, and good muscle co-ordination will be able to accomplish this during the fourth or fifth grade, but the majority of children are not able to reduce the size of writing and maintain a uniform alinement until the seventh or eighth grade.

Speed

After all the combinations of motions are taught, repetition drills must be given to develop speed in writing. Speed, if urged before this time, is obtained at the expense of form. Speed tests may first be given as repetition drill on an exercise or on one letter only, then on a simple word, then on sentences, and finally page writing. Great care must be taken that letter formation does not deteriorate under the strain of speed. If there is a tendency to make illegible letter formations during a speed test, it shows that the writing motions have not yet been mastered, and it will be necessary

to use more simple words or sentences in which there are no difficult words to spell or write.

Scales and Score Cards

Since mere repetition does not always mean improvement, we must devise a way of grading which will keep the student alive to the growth he is making. There are several scales which may be used for this purpose, as the Thorndike, Ayres, and Zaner. A mark based upon correct movement, position, and speed should be averaged with the legibility grade. A diagnostic chart, such as the Freeman, will be found helpful in diagnosing errors in writing.

If a score card is kept for each student, the factors of legibility should score at least fifty of the hundred points. Other factors, such as quality of line, slant, alinement, spacing, neatness, and speed, may be given their proper rating. When a definite record of each child's attainment is kept, every element of good handwriting may be rated, and in case the child is not improving, he can seek and find the reason, and make a definite problem of the particular phase which needs attention.

Be sure that the writing functions in other work by assigning correlated work in spelling, history, English, and bookkeeping.

Select plain simple forms and see that each child learns a style of writing neither careless nor too precise, neither too large nor too small, too fast nor too slow.

The great aims are legibility, ease in execution, speed, and endurance, and writing must be practiced until these aims are met, and until the movements are so simplified and organized as to become entirely automatic. Then attention need not be given either to movement or letter formation, but may be directed wholly to the thought to be expressed.

Outlines

First and Second Grade

Materials: Board, crayon, and eraser, or large pieces of unruled paper, bogus paper and crayola.

Method: Teacher should write a model for each child, on the blackboard or on bogus paper. The child should watch the teacher write, then retrace the word which has been written for him with his finger until he can write it without hesitation. Erase model and write. If the child should have difficulty in reproducing the forms, he should again retrace a model and try again to write the word.

Aim: It is not necessary or desirable that the child should study formation of individual letters during the first years of school, but should be able to write his name and address and such words as he may need in order to express the ideas which he wants to write.

The teacher should make script cards of the words each child has asked for, and which are found in the reading lesson. These cards should be approximately five by nine inches.

Third and Fourth Grades

Time: One twenty-minute period daily.

Materials: State Series No. 3 or 4, board, eraser, crayon, coarse pen, good ink paper, three-eighths inch spaced, wooden holder, blotter, ink-wiper, folder in which to keep this equipment.

Content: Consult the *State Manual* for these grades.

Method: Master the new work for each week during the first half of the period at the board. Repeat the drill at the seat, stressing proper position, movement, relaxation, tracing, and count. See general suggestions for detail on these points.

Aim: Establish the correct writing habit during these grades. Require correct use of movement and posture during all written spelling and composition work. Attain the standard for these grades according to the Writing Scale selected for use.

Fifth and Sixth Grades

Time: One twenty-minute period daily.

Materials: Same as for fourth grade.

Content: Consult the *State Manual* for fifth and sixth grades.

Method: Teach the right use of arm movement. Have board work for figures and all difficult letter forms. Make the application of arm movement to all other written word and grade writing by the spelling and composition papers.

Aim: Refine the arm movement product established in fourth grade. Attain the standard for these grades according to the scale selected for use. Attain the speed, 60–65 letters per minute for fifth grade and 65–72 letters per minute for sixth. Encourage the children to earn a grammar grade certificate or button by attaining these standards.

Seventh and Eighth Grades

Time: Three twenty-minute periods or five fifteen-minute periods per week.

Materials: Same as fourth grade.

Content: *State Manual* No. 7 or No. 8.

Method: Practice on all small and capital letters, words, sentences, and figures. Give frequent speed tests on all letters and short words. Give special board lessons on alinement, or any defect which is discovered by the use of a diagnostic chart. Give lessons which are based on material correlated with language, geography, spelling, arithmetic, and bookkeeping lessons.

Aim: Aim for perfect muscular control. Work all illegibilities out of the written page and attain the seventh and eighth grade standards according to the scale in use. Attain the speed standards, 70–80 letters for the seventh and 80–90 letters per minute for the eighth grade. Obtain certificate of proficiency in writing if possible and excuse the successful applicants from further writing lessons if this standard is consistently maintained.

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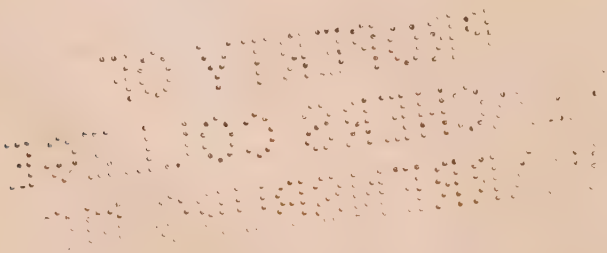

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